

Technical Report 534

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## EQUAL OPPORTUNITY LEADERSHIP TRAINING FOR COMPANY-LEVEL CHAIN OF COMMAND

Dale K. Brown, Silas J. White, Exequiel R. Sevilla, Jr.  
Human Sciences Research, Inc.

and

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Personal discrimination	Sexism									
Institutional discrimination	Human relations education									
Leadership decisions	Program of instruction									
20. ABSTRACT (Continue on reverse side if necessary and identify by block number)  <p>This report contains a description of the methods and assumptions employed in the development of a program of instruction (POI) on equal opportunity (EO) aspects of company-level leadership and supervisory responsibilities in the U.S. Army. This experimental POI was based on earlier work which resulted in a comprehensive model for EO education and training for all Army members. This POI focuses on decisions made at small unit level which have the potential to contribute to either the perpetuation of or the elimination of (Continued)</p>										

## Item 20 (Continued)

institutional race and sex discrimination. Because most small unit leaders and supervisors are unaware of the potential impacts of their daily decisions on EO statistics and racial/EO climate, the emphasis is on relating basic EO concepts to the specific job responsibilities of supervisors and leaders.

The complete POI is included as an appendix to the report. The POI consists of two phases. The first consists of approximately four hours of individual, self-paced instruction employing video taped leadership situations and programmed instruction to convey specific teaching points. The second phase is group-oriented instruction in which the entire body of NCOs and officers in a company-equivalent unit participates as a group in four hours of lecture, guided discussion and group tasks. The two phases are outlined below:

## Individual, Self-Paced Instruction

- Module I. Career-Enhancing Decisions
  - . Part A. Selection for NCO School
  - . Part B. Promotion Decisions
- Module II. Routine Personnel "Maintenance" Decisions
  - . Part A. Efficiency Reports
  - . Part B. Handling an EO Complaint
  - . Part C. Following up on an EO Complaint
- Module III. EO Program Administration

## Group-Oriented Instruction

- Background information for the facilitator
- References
- Examples of personnel decisions in which company-level supervisors and leaders play a role
- Outline for group training component of chain of command EO training
- Group Training Component
  - . Module A. Overview (15 minutes)
  - . Module B. EO Implications of Leadership Decisions (40 minutes)
  - . Module C. Job Analysis (Institutional) (90 minutes)
  - . Module D. Job Analysis (Personal) (60 minutes)
  - . Module E. Summary and Recap (10 minutes)
- Attachment A. EO-Related Situations for Use as Topics for Group Discussion

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Equal Opportunity Training

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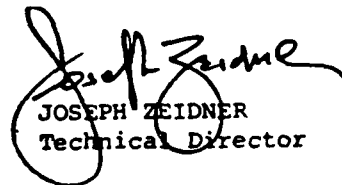
## FOREWORD

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From 1972 to 1980 ARI executed a multifaceted research program in support of the Army Equal Opportunity Program designed to improve program policy and guidance, reduce operational problems, and improve operational programs.

In 1976 ARI conducted an Army-wide analysis of the Army's Equal Opportunity Education and Training Program. One of the major needs identified by this research was that the Army needed to prepare Army leaders to properly execute their EO responsibilities and to provide commanders with the tools they needed to do it.

This report describes the results of research conducted to develop an EO training program for company-level chain-of-command personnel. The program itself is described in a POI which consists of a self-paced instruction and group-oriented instruction. The self-paced section covers three basic modules--Career Enhanced Decisions, Routine Personnel Maintenance Decisions and EO Program Administration. Programmed instruction is the method used, complete with scripts suitable for conversion to video format. The group-oriented instruction provides chain-of-command personnel in a company with the opportunity to analyze their own job-related responsibilities, to discover for themselves how and when equal opportunity considerations should be taken into account and the role of the leader in developing and implementing policy concerning personnel discrimination in the unit. This research provides a unique Equal Opportunity Training Program for implementation by interested personnel Army-wide.

  
JOSEPH ZEIDNER  
Technical Director

## EQUAL OPPORTUNITY LEADERSHIP TRAINING FOR COMPANY-LEVEL CHAIN OF COMMAND

### BRIEF

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#### Requirement:

To develop an equal opportunity training program for the unit-level chain of command to relate directly to job responsibilities, and to enhance the ability of individuals in the unit chain of command to work as a team in making decisions, solving problems, and executing other leadership responsibilities having equal opportunity implications.

#### Procedure:

Project goals were formulated, and interviews were conducted with unit-level chain-of-command personnel to establish equal opportunity problem domains from the perspective of leaders. Next a preliminary program of instruction (POI) was written consisting of two components: an individually administered part and group-oriented part.

After the POI was prepared in draft form, it was reviewed by selected major commands and small unit leaders. Modifications were made based upon information obtained from these sources.

#### Findings:

The POI was judged by the majority of the small unit leaders to be a valuable resource for unit equal opportunity training.

#### Utilization:

The three modules of the individually administered component are ready for production into video tape or film medium. The group-oriented component has been designed to accompany the individually administered component in booklet form.



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**EQUAL OPPORTUNITY LEADERSHIP TRAINING FOR  
COMPANY-LEVEL CHAIN OF COMMAND**

## CHAPTER I BACKGROUND

Since 1971, it has been the policy of the Department of Defense<sup>1</sup> to require the military services to include education and training as an integral part of their efforts to insure equality of opportunity for all service members. This policy is currently promulgated within the U.S. Army by Army Regulation 600-21.<sup>2</sup> There are currently four "levels" of equal opportunity (EO) training in the military, including: entry-level training; unit training; individual training; and special training. The Army Research Institute (ARI) has sponsored a considerable amount of research and program evaluation effort concerning the Army's EO training program. One such effort resulted in the development of a comprehensive model of EO training for all Army members at all levels.<sup>3</sup> The components of the recommended model include:

- Individual EO Training in Army Schools
- Unit EO Training
- EO Training for Unit Supervisors, Leaders and Managers

The present report is the result of an effort to design a program of instruction for company-level NCOs and officers under the third component of this model.

The objectives of the Unit Supervisor, Leader, Manager (SLM) training component were phrased as follows:

1. To relate prior EO education and training experiences to current job responsibilities.
2. To make leaders aware of their roles and responsibilities in Army efforts to eliminate discrimination.

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<sup>1</sup>DoD Directive 1322.11, "Department of Defense Education in Race Relations for Armed Services Personnel," 24 June 1971.

<sup>2</sup>Army Regulation 600-21, "Equal Opportunity in the Army," 20 June 1977.

<sup>3</sup>Dale K. Brown, *A Research Study to Develop an Army-Wide Equal Opportunity Training Model*, Volumes I and II, McLean, Va.: Human Sciences Research, Inc., March 1979.

3. To enhance the ability of the unit chain of command to work as a team in eliminating discrimination.<sup>4</sup>

It was proposed that program content should consist of two major elements as follows:

1. Awareness training, whose objectives are to strengthen leader awareness of:
  - a. the concepts of personal and institutional discrimination;
  - b. cultural diversity in the Army;
  - c. the changing roles of women in society and in the Army; and
  - d. the role of the leader in the Army's EO Program.
2. Job-related training, whose objectives are:
  - a. to enable each unit leader to define each type of decision he or she participates in and the exact nature of that participation, i.e., initiation or recommendation, participation as a member of a group (board, panel, council, etc.), approval or denial of recommendations initiated by others, or total control over the decision.
  - b. to enable each unit leader to identify the possible discriminatory results of each of those decision inputs.
  - c. to enable each unit leader to identify all possible ways in which personal and institutional bias might enter into the decision processes identified above.
  - d. to enable each unit leader to identify methods for detecting and preventing personal and institutional bias from entering into the decision processes.
  - e. to enable each unit leader to define his or her role in a discrimination-free decision process, as a member of the leadership team.<sup>5</sup>

At the same time, several potential problem areas were identified. These include problems involving:

1. scheduling of individual participants for training to maximize the impact on the individual and the unit;
2. scheduling of unit "teams" to be minimally disruptive to unit operations; and
3. probable shortage of qualified instructors.<sup>6</sup>

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<sup>4</sup>*Ibid.*, Volume I, p. xvi.

<sup>5</sup>*Ibid.*, Volume I, pp. xvi-xvii.

<sup>6</sup>*Ibid.*, Volume I, p. xvii.

A fourth and related constraint, virtually always present, involves the scarcity of solid blocks of time in which a total program, capable of dealing adequately with the stated objectives, can be offered.

The program of instruction (POI) presented in this report represents an experimental training package designed to meet the requirements of the proposed model, as stated earlier. It is suitable for testing in the laboratory and/or in an actual field setting.

## CHAPTER II

### METHODOLOGY

As a result of an Army-wide study of equal opportunity training,<sup>7</sup> which identified a number of shortcomings in the total training program, it was recommended that the Army's EO training model have the following characteristics:

- **Leader Training**—Primary emphasis in the program should be to effectively train Army leadership at all levels in awareness of their EO responsibilities and knowledge of how to carry them out.
- **Job Related**—Training at every level should be geared to the jobs of persons at that level.
- **Progressive Training**—Training received at one level or time should be reinforced and built upon by training at the next level or time.
- **Method of instruction Appropriate to Content**—Training methods should be related to content. Using small group seminars to impart essentially cognitive and factual information is as inappropriate as attempting experiential learning in a one-hundred-person group.
- **Specific Objectives Clearly Established for Each Course**—Each course should have specific, behavioral objectives.

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<sup>7</sup>Robert L. Hiatt and Peter G. Nordlie, *An Analysis of the Unit Race Relations Training Program in the U.S. Army*, ARI Technical Report TR-78-9B, Alexandria, Va.: U.S. Army Research Institute for the Behavioral and Social Sciences, 1978.

William S. Edmonds and Peter G. Nordlie, *Analysis of Race Relations/Equal Opportunity Training in Korea*, McLean, Va.: Human Sciences Research, Inc., 1977.

Marcia A. Gilbert and Peter G. Nordlie, *An Analysis of Race Relations/Equal Opportunity Training in USAREUR*, ARI Technical Report TR-78-B10, Alexandria, Va.: U.S. Army Research Institute for the Behavioral and Social Sciences, 1978.

Robert L. Hiatt, *An Analysis of Experimental Race Relations/Equal Opportunity Training*, McLean, Va.: Human Sciences Research, Inc., 1977.

William S. Edmonds and Peter G. Nordlie (HSR), and James A. Thomas (ARI), *Analysis of Individual Race Relations and Equal Opportunity Training in Army Schools*, ARI Technical Report TR-78-B15, Alexandria, Va.: U.S. Army Research Institute for the Behavioral and Social Sciences, 1978.

Byron G. Finman, *An Analysis of the Training of Army Personnel at the Defense Race Relations Institute*, ARI Technical Report TR-78-B14, Alexandria, Va.: U.S. Army Research Institute for the Behavioral and Social Sciences, 1978.

Peter G. Nordlie (HSR) and James A. Thomas (ARI), *Analysis and Assessment of the Army Race Relations/Equal Opportunity Training Program: Summary Report of Conclusions and Recommendations*, ARI Technical Report TR-78-B8, Alexandria, Va.: U.S. Army Research Institute for the Behavioral and Social Sciences, 1978.

- **Content Related to Training Objectives**—Course content should be scrutinized to ensure that each part is necessary for the achievement of the training objectives.
- **New Content**—New course content at many levels to be developed in order to meet new training needs regarding institutional discrimination, the issue of "reverse discrimination," the leader's role and responsibilities in the EO program, and the basic nature of the equal opportunity problem in the Army.
- **Greater Emphasis on Individual Training**—The training program should be more balanced than it has been in that individual training in schools should better prepare students for the EO problems they will encounter in the field.
- **Elimination of Negative Aspects of Course Content**—Course content should be scrutinized to eliminate aspects which tend to produce negative responses from students with no compensating positive effect. Past research has repeatedly found a need to make course content:
  - less repetitious
  - less black-white oriented
  - more relevant to Army life
  - less centered on minority history and culture
  - more relevant to current unit problems
  - less slanted to benefit minorities
  - less blaming of whites

Many changes could be made without impairing the achievement of training objectives.

- **EO Training More Closely Tied to Affirmative Actions**—The training program should be more explicitly related to and supportive of the Affirmative Actions component of the EO program. Heretofore, the components have been too unrelated and independent of each other.
- **Integral Feedback and Assessment System**—The training program should have a built-in feedback and assessment system which provides a continuous assessment of the extent to which the program objectives are being achieved. Such a system should also be used to sense the need for changes in the program as a function of altered situations or the arising of new needs. This could provide a built-in

mechanism for accomplishing adaptive change in the training program.<sup>8</sup>

These were the characteristics which formed the basis for the overall model recommended to the Army and for the particular program of instruction presented here. The process of developing this POI involved several stages, including: review of Army policy on EO training; examination of the EO training programs of the other military services; interviews with company-level chain of command members in operational combat arms units and in training units; identification of constraints on time and resources (personnel and equipment) available for EO training; development of an overall outline for a POI; development of specific modules, based on selected topics relevant to company-level leadership; limited review of draft training modules; and final draft.

#### Review of EO Training Policy in the Military Services

To be in compliance with DoD Directive 1322.11,<sup>9</sup> each of the armed forces must have an operational program of EO education and training.

The Army's policy is dealt with in Army Regulation 600-21. This regulation was reviewed comprehensively during the development of the training model from which the POI presented here comes. During the development of that model, every effort was made to remain within the overall scope of existing policy, wherever possible. It was deemed unnecessary, therefore, to review that policy again in this effort.

Air Force policy on "human relations training" was obtained from Air Force Regulation 30-2, "Social Actions Program," 7 November 1976.<sup>10</sup> That regulation states the following:

**"7-1. Policy on Human Relations Education. The Department of Defense (DOD) Education in Race Relations Program (Attachment 1) is conducted continually for all military personnel, including members of the Air National Guard and the Air Force Reserve.**

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<sup>8</sup>Brown, *op. cit.*, Volume I, pp. iv-v.

<sup>9</sup>DoD Directive 1322.11, "Department of Defense Education in Race Relations for Armed Services Personnel," 12 September 1978.

<sup>10</sup>This regulation has been revised since the beginning of the current effort. The new AFR 30-2 is dated 31 January 1979.



It is intended to improve equal opportunity within the USAF and to eliminate and prevent racial tensions, unrest, and violence. As used herein, human relations means interactions among all civilian and military members of the Air Force. All active duty military and Air Force civilian supervisory employees, including those paid from nonappropriated funds, in the following categories will attend a base-level Phase III Human Relations Education (HRE) seminar:

- a. All military personnel in the grades E-4 Sergeant through E-9 and grades O-1 through O-6.
- b. All military personnel who write effectiveness reports on military personnel or performance evaluations on civilian personnel. Civilian part-time and intermittent employees are excluded."

Further detail on how the training is implemented was scarce, however, and the Air Force was reluctant to provide more information than the basic regulation since the program was under review and revision at that time.

Navy policy, as described in OPNAVINST 5354.1, "Naval Equal Opportunity Manual" (8 March 1978) also is very brief in its treatment of the mechanics of training program implementation. It states:

"5. Policy. It is the policy of the Navy to ensure equality of opportunity and treatment for all military members and civilian employees of the Department of the Navy, regardless of race, creed, color, sex or national origin. This policy is in compliance with the spirit and intent of the laws of the land. Women are part of the Navy personnel structure so that all policies and directives apply equally to women unless specified otherwise by existing law. Discrimination, resulting in the denial of equal opportunity to any individual will not be tolerated in the Navy. Persistent discrimination is cause for disciplinary action and, ultimately, may result in dismissal or discharge from the Navy."

It is noted that realization of equal opportunity for all Navy personnel requires that training be provided, and that , "This training must provide for: the exchange of ideas, increased awareness of all personnel, and assistance to the command in developing and sustaining Affirmative Action toward Equal Opportunity."<sup>11</sup>

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<sup>11</sup>OPNAVINST 5354.1A, "Naval Equal Opportunity Manual," 8 March 1978, paragraph 15.

Marine Corps Order P5254.1, "Marine Corps Equal Opportunity Manual," (8 November 1976) reflects overall Corps policy on EO, and is supplemented, in the training area, by Marine Corps Order 5390.2, "Leadership/Human Relations Program," (8 April 1975). The Marine Corps approach involves teaching equal opportunity practice as a part of overall human relations, under the general rubric of leadership, at all levels of instruction in the USMC leadership training program.

None of the services' policies specified any particular separate course of instruction for small unit supervisors and leaders *as a team*, although all emphasize the need to have training reflect the EO education and awareness needs of leaders at all levels. The required training was either individual training in formal schools and/or at initial entry, unit training for all unit members, or special training for executive-level personnel. In this sense, the approach taken in the proposed POI is unique in the military experience in that it concentrates on job-relevant EO concepts and practice aimed at the leadership team, working as a group, at small unit level.

#### Interviews with Company-Level Supervisors and Leaders

In order to make the new POI as relevant to the needs and as responsive to the desires of company-level leaders as possible, it was deemed necessary to conduct at least a limited number of interviews with members of the target audience for the training. The interviews were conducted at Fort Ord (California) and Fort Benning (Georgia). Figure 1 shows the numbers of persons interviewed by location by rank. The questionnaire and interview schedules used appear as Appendix A.

The results of the interviews were very enlightening in providing guidance as to the direction the POI should take. It became apparent from the interviews that most small unit NCOs and officers had a very difficult time viewing EO as part of their leadership responsibilities in any context other than the task of providing a "race relations seminar." Most examples of EO responsibilities provided by the respondents were oriented toward individual discrimination. Few, if any, recognized their roles in creating the existing patterns of

institutional discrimination. Thus, it became apparent that increasing leaders' awareness of the relationship between the way in which they make personnel decisions on a daily basis and the presence or absence of equal opportunity in the unit and in the Army, should be an item of high priority.

**FIGURE 1: Interviewees by Rank and Location**

	Location	
	Fort Ord	Fort Benning
E-6	4	1
E-7	5	11
E-8	9	12
O-1	9	16
O-2	7	4
O-3	10	5
<b>Total</b>	<b>44</b>	<b>49</b>

The interviews also resulted in verification of most of the traditional objections to EO training: that it is dull and repetitive; that it rehashes history; that it focuses on black-white race relations; that it is designed to make whites feel guilty for the errors of their ancestors; and that it is "crammed down our throats."

There was no consensus whatsoever as to the format that should be used for presenting the POI. Suggestions ranged from having the training conducted by civilian contractors to having it done by experienced Army commanders with specialized EO training; from conducting training on a single weekend per year to spreading it out over several weeks at the rate of one hour of duty time per week; and from constituting participant groups in terms of like ranks from a number of units to including only the leaders from a single unit.

## Resource Constraints

It is becoming increasingly obvious that the military services are experiencing shortfalls in recruiting and retention goals. Virtually every operational unit is understaffed in comparison to a wartime or active readiness status. This has resource implications which affect all unit activities, including EO training activities in the units. For one thing, the same mission must be accomplished with fewer people, the result being either necessary increase in productivity or a longer, fuller work schedule, or both, to accomplish the same amount of work. This works in the direction of reducing time available for new requirements, including training requirements. It is a special problem when the training topic is perceived to be, at best, only tangentially relevant to unit mission, as EO training has often been viewed.

This same shortfall of human resources has also resulted in a decreased number of persons available for EO staff or instructional duties. This applies specifically to the OOU specialty, held by graduates of the Equal Opportunity Management Institute (EOMI), formerly the Defense Race Relations Institute (DRRI).

These factors working together have made it necessary to design the proposed POI in such a way as to make demands on participants' time as minimal and as flexible as possible, and to have a program which requires little, if any, reliance on school-trained EO staff

## Initial Outline of the POI

In consideration of the constraints and desiderata described above, an initial concept of the projected POI was defined which consisted of two separable segments, one an individual, self-paced, programmed instruction segment using readily available audio-visual equipment, and the other a group-oriented lecture, discussion, group-task segment conducted by the unit commander and first sergeant. The self-paced segment would consist of several separable modules which could be viewed separately or all at once, requiring not more than four hours' time. The group training component was envisioned as a half-day effort, i.e., a maximum of four hours.

Efforts to develop detailed outlines of program content in accordance with guidance provided in TRADOC PAM 350-30, "Interservice Procedures for Instructional Systems Development," met with little success. One main reason for this is that the ISD approach is designed for use in the development of technical training of a very concrete nature. The procedure progresses from defining a *job*, the highest level of abstraction, equivalent in the Army to an MOS, to defining a particular *duty*, which is described as "a main function or total job," to defining *tasks* (the lowest level of behavior resulting in a meaningful function), and finally to defining *task elements*, the discrete behaviors which determine how a task is carried out.

In dealing with the development of instructional systems having to do with equal opportunity aspects of leadership, we are dealing with a far more abstract set of behaviors, many of which fall at the level of "duty" rather than "task." The methodical process of progressing step-by-step to successively more discrete acts can be applied to certain aspects of EO, e.g., the handling of a discrimination complaint, but conceptually the "paper-handling" part of the task is a minor (though important) part. A much more central portion of that task is the interpersonal behavior involved. This is something which, if dealt with, is virtually impossible to reduce to a level of discourse comparable to "repairing a carburetor" or "calibrating a meter."

One difficulty with application of the ISD approach to EO leadership behavior is that much of what must be accomplished is *education* rather than *training*. Teaching the basic concepts and terms necessary to a comprehension of what EO is all about, teaching about DoD and Army policy, and other treatments of factual matter are envisioned as playing a prominent role in EO training for company-level leaders and supervisors. This is because it appears that, although some Army members complain about the repetitive nature of much of EO training, they may lack a basic understanding of such phenomena as institutional discrimination and affirmative action. They still react with emotion more often than with reason when confronted by an EO-relevant situation, and it is essential that the training developed attempt to overcome that tendency.

Overall, however, a model was needed which deals with instruction ranging from the teaching of cognitive knowledge to the treatment of interpersonal relations to the presentation of specific guidelines for performing concrete tasks.

**FIGURE 2: A Preliminary Listing of Teaching Points and  
Decision Areas to be Used as Vehicles for Instruction**

DECISION AREA	Stereotyping	Prejudice	Personal discrimination	Institutional discrimination	Affirmative Action	"Reverse discrimination"	Ethnocentrism	Favoritism	Personal perceptions — of the leader — of the "follower"	Gratification of ego needs — immediate — delayed	Decision criteria — appropriate — inappropriate	Design of decision procedures
<b>Career-enhancing Decisions</b> Promotion School selection Special training Awards Waivers Etc.												
<b>Punishment and Discipline</b> Article 15 Court-Martial Extra Duty Bars to reenlistment EDP Etc.												
<b>Routine Personnel Maintenance</b> Housing Pay Duty assignment Efficiency reports Counseling Special duty Leave Supervision Etc.												
<b>EO Program Administration</b> Policy Training Affirmative Action Interpersonal behav. Etc.												

### Self-Paced Instruction

Since the main objective of the POI for small unit NCO and officer personnel was to relate EO to the participant's job responsibilities, with emphasis on those elements of leadership relevant to institutional discrimination, an approach was developed which matches particular areas of personnel decisionmaking with specific EO-related teaching points. The resulting matrix is shown here as Figure 2.

Each cell in the matrix is a potential teaching module for the POI. Resources available for this effort have not allowed for complete coverage of all cells in the matrix. Sampling was done so that each teaching point was addressed in relation to at least one decision area, but not all decision areas have been covered. Should this experimental POI be found to be reasonably successful, further development should include modules designed around those decision areas not yet covered.

It was deemed desirable to develop several separate examples of each teaching point, some with relatively clear-cut solutions, some with less obvious action implications, and still others with highly ambiguous solutions. Here, again, it was not possible within the scope of the effort to be systematic in this. The most serious constraining factor was the lack of resources to do any systematic laboratory or field testing to determine the level of ambiguity of each module that was developed. This is another target for future developmental efforts.

### Group-Oriented Instruction

Assuming that the individual, self-paced instruction would precede the group-oriented instruction, providing the participant with practice in reviewing the decision process and in evaluating decision outcomes, the group-oriented instruction was envisioned as providing an opportunity to reinforce the teaching points previously presented. Therefore, the group-oriented instruction was designed as a forum for discussing the relevance of EO concepts to the specific duties and responsibilities faced by the chain of command in a particular unit. The thinking was that this would provide all participants with a common framework for open discussion of EO-related issues in the unit.

The initial outline of the group instruction, then, called for three major topics of discussion: basic EO concepts and terminological definitions; implications of leadership decisions for institutional discrimination; and development and implementation of a reasonable unit policy on EO, including personal discrimination.

#### **Preparation of Self-Paced Instructional Modules**

Once a sample of decision areas had been selected as topics for self-paced instruction, and teaching points appropriate to those areas identified, decision "scenarios" were written which portrayed those teaching points in a "typical" setting in an Army company. HSR staff having some familiarity with the manner in which decisions are made at company level and with knowledge of the EO implications of the decisions in question produced initial drafts which were then reviewed by other staff members for realism and for accuracy, as well as for clarity of the teaching points.

The programmed instruction approach first envisioned for these scenarios was one which would present a situation with several possible outcomes. For each possible outcome of a decision, the question would be posed as to whether this solution is: required by Army policy; permitted, but not required; or not permitted. Exhibit A provides an example of that approach.

Although this approach was ultimately used to a limited extent, it was determined that the limitations of a single approach such as this placed needless constraints on the POI. As a result, other approaches were included which employed the traditional programmed instruction procedure with a variety of question types. The questions used covered a variety of elements of the decision process, such as the following: "Which of the following decisions would you make in the situation you have just seen?" "What role do you think racial prejudice played in the action taken by Sergeant X?"

Further elaboration occurred as the modules developed. One additional approach employed a progressive adding of information to a basic scenario, so that different perspectives and sets of perceptions were provided incrementally. This approach served to illustrate a number of leadership/EO teaching points very economically.



**EXHIBIT A: An Example of a Programmed Instruction Module  
Concerning EO Aspects of Local Promotions**

*Leadership Responsibility:* Promotion decisions.

*Scenario:* A local promotion board is shown at the conclusion of a meeting. The current discussion revolves around a choice between two candidates for the single remaining promotion available. The two are found to be equally well qualified across the board, but not necessarily identically qualified in every respect.

*Version A:* The two candidates are a white male and a white female.

*Version A<sub>1</sub> Outcome:* The male soldier is promoted because, in the words of a Master Sergeant, "the Old Man doesn't like women trying to do a man's job."

*Version A<sub>2</sub> Outcome:* The woman is selected because the brigade Affirmative Action Plan calls for an increase in the number of promotions going to qualified females.

*Version A<sub>3</sub> Outcome:* The man is selected because he "will probably become a career soldier" and the woman "will probably get pregnant and leave." This is despite statements from both soldiers that they have career intentions.

*Version A<sub>4</sub> Outcome:* The man is selected because he possesses some job-relevant characteristic that the woman does not. For example, he may have more years of schooling but he has experienced a civilian apprentice program related to the MOS.

*Version A<sub>5</sub> Outcome:* The woman is selected because "the Colonel wants his EO statistics to stand up to close examination."

*Question:* Is the decision, as described: (a) required by Army EO policy and principles;  
(b) allowed, but not required;  
(c) prohibited by Army EO policy and principles?

*Feedback to Answer A<sub>1a</sub>:* This answer is **WRONG**. This represents an important personnel decision being made on the basis of the *sexist prejudices* of an individual and not on relevant qualifications.

*Feedback to Answer A<sub>1b</sub>:* This answer is **WRONG**. This represents an important personnel decision being made on the basis of the *sexist prejudices* of an individual and not on relevant qualifications.

*Feedback to Answer A<sub>1c</sub>:* This answer is **CORRECT**. Army EO policy and principles require that any promotion decision be made on the basis of job-related criteria. Any other basis for such decisions represents arbitrary discrimination and is prohibited.

*Feedback to Answer A<sub>2a</sub>:* This answer is **ACCEPTABLE** but is not the *best* answer. Army EO policy calls for affirmative actions to be taken in situations where it will not result in undue harm to the unsuccessful candidate. But affirmative action does not specify the outcome of any *particular* decision. Rather, it refers to a trend over time. That trend is made up of individual decisions, however, and if the woman is qualified in every way and is at least equal to the man, promoting the woman is acceptable, though not required.

*Feedback to Answer A<sub>2b</sub>:* .....

The programmed instruction portion of the modules was written to reflect the quality of each possible response alternative, and to indicate the reasoning behind the acceptance or rejection of that particular response. In some instances, where appropriate, a list of "important factors" to be considered was included, and the short- and long-range implications of each possible response. In some instances, as well, each programmed instruction section is followed by a recapitulation of teaching points employed.

The scenarios were written in the form of scripts to be put on film or video tape, as deemed best by the Army. The programmed instruction portions were written for use as text in a supplemental printed volume.

#### **Limited Field Review of Self-Paced Instruction Modules**

When two complete instructional modules had been developed for the self-paced instruction, they were taken to Fort Myer (Virginia) for review by company-level NCOs and officers. A small sample of such respondents (n=8) reviewed each module and a group interview was conducted to determine their evaluations of the materials.

In general, the reviewers' comments were positive. The consensus was that this was an appropriate direction in which to proceed with an EO training program for company-level leaders and supervisors. Reviewers made valuable comments on the contents of the modules they reviewed. Their recommended changes ranged from increasing the rank of certain characters to make the situations more realistic to making the situations more ambiguous, and therefore more challenging and more likely to generate interest, resulting in more learning. In general, there was a preference for the module which presented progressively more information on the same scenario in the successive sub-parts presented.

As a result of this limited field review, several changes in the existing modules were made, and guidance for additional modules was obtained.

### Final Field Evaluation and Revision

Following receipt of the completed draft POI, ARI-POM sent copies with requests for formal review to TRADOC, FORSCOM and USAREUR. Simultaneously, final details were arranged with Fort Ord to have the POI evaluated by personnel on duty in company-level chain-of-command assignments.

In September and October 1980, the POI was evaluated by a sample of six company commanders, five platoon leaders, six first sergeants, and five platoon sergeants from combat, combat support, and combat service support units. Many valuable observations and suggestions were obtained from the sample. These ranged from detailed typographical errors, through observations that certain language might be offensive, to significant unrealistic aspects of the scenarios, for example, an officer of O-4 grade would normally not sit on an E-4 promotion board.

Information gained from both the MACOM reviews and the evaluation by Fort Ord chain-of-command personnel was judged by ARI-POM personnel and selectively incorporated into the final POI based upon considerations of resource limitations and global project objectives. In addition, an assessment of the suitability of the POI for production into video or film medium was obtained from a staff officer of the Organizational Effectiveness Center and School who has expertise in the area. His judgment was that the scenarios in Modules I through III were too lengthy for optimal media utilization and could benefit from the services of a professional script writer as preparation for any development into a full-scale media production.

## **CHAPTER III**

### **THE PROGRAM OF INSTRUCTION**

The final product of the developmental steps described earlier is a two-part Program of Instruction for Equal Opportunity Leadership Training for Company-Level Chain of Command. The characteristics of this POI are described below.

#### **Individual, Self-Paced Instruction**

The self-paced instruction portion of the POI consists of scripts for video tapes of three major modules, each with several sub-parts. These modules and the teaching points they cover, include:

- **Module I. Career-Enhancing Decisions**

- Part A. Selection for NCO School**

- 1. Affirmative action in leadership decisions
    - 2. Use of appropriate decision criteria
    - 3. Feelings of "reverse discrimination" on the part of white soldiers
    - 4. Following proper decision procedures

- Part B. Promotion Decisions**

- 1. Use of appropriate decision criteria
    - 2. Sexist attitudes in decisionmaking
    - 3. Application of EO policy

- **Module II. Routine Personnel "Maintenance" Decisions**

- Part A. Efficiency Reports**

- 1. The effect of prejudice on decisions
    - 2. Actions based on unverified assumptions
    - 3. Favoritism as a form of discrimination

**Part B. Handling an EO Complaint**

1. Concentration on factual information
2. The role of racial prejudice in decisions

**Part C. Following up on an EO Complaint**

1. Cross-checking perceptions
2. Dealing with specific acts and events
3. Assessing the role of racial prejudice in a leadership decision

- **Module III. EO Program Administration**

**Parts A and B. Racial Climate**

1. Institutional discrimination
2. Personal discrimination
3. Feelings of "reverse discrimination"
4. Affirmative action
5. Favoritism

**Parts C and D. EO Training in the Unit**

1. Selection of appropriate content
2. Commander responsibilities for training
3. Leader perceptions of racial climate
4. Scheduling of unit EO training
5. Discussion leader behavior during training

**Group-Oriented Instruction**

The POI for the group-oriented instruction has several parts. These include:

- **Background information for the facilitator**
- **References**

- Examples of personnel decisions in which company-level supervisors and leaders play a role
- Outline for group training component of chain of command EO training
- Group training component
  - Module A. Overview (15 minutes)
  - Module B. EO Implications of Leadership Decisions (40 minutes)
  - Module C. Job Analysis (Institutional) (90 minutes)
  - Module D. Job Analysis (Personal) (60 minutes)
  - Module E. Summary and Recap (10 minutes)
- Attachment A. EO-Related Situations for Use as Topics for Group Discussion

The Background Information section consists of several pages which are intended to start the unit commander and first sergeant thinking, in a systematic way, about the distinction between individual and institutional discrimination and how each Army leader, supervisor and manager has the potential to contribute to either the perpetuation of institutional discrimination or its elimination.

The references provided include Army regulations and pamphlets on equal opportunity as well as some documents such as ARI research reports and commander assistance materials which may be of value to the facilitators for use as additional background.

Because many company-level supervisors and leaders interviewed in the early stages of this effort were unable to identify activities in which they take part which have EO implications, a list of examples of decisions made at company level has been included.

The POI to be followed by the facilitator lists, for each module, the time required, the method of instruction, aids and materials required, and the lesson objectives. This is followed by a detailed outline which guides the facilitator through steps designed to achieve the objectives. Where appropriate, specific discussion questions are provided, with instructions for recording and using the responses of participants. Group tasks are described as well.

The list of topics for group discussion provides a number of leadership situations with EO implications, along with discussion questions to be addressed. No attempt was made to provide the "school solution" to these situations, since any of a number of different approaches might work in any situation. The idea behind these topics is to stimulate discussion about EO in relation to the principles of good EO practice covered in the POI. They may be used in conjunction with the POI or as the basis for additional sessions, perhaps in a unit EO training seminar, where the perceptions of unit members and leaders might be compared on the same topic.

The complete POI for both phases of the training plan are in Appendix B.

**APPENDIX A**  
**QUESTIONNAIRE AND SCHEDULE**



## COMPANY SUPERVISOR/LEADER QUESTIONNAIRE

This is a very brief questionnaire concerning company-level chain of command equal opportunity responsibilities. The questionnaire is for exploratory data collection only. Your participation is strictly voluntary.

How much influence do you have over the decisions which get made about *people under your supervision*, in the following areas? The possible answers are:

- 1 = I have total control over such decisions.
- 2 = I have a lot of influence over such decisions, but do not control them.
- 3 = I have some influence, but not a lot.
- 4 = I have no influence whatsoever.

Total Control	A lot of Influence	Some Influence	No Influence	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	promotion up to E-4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	promotion above E-4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	time off to attend school
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	time off for personal business (e.g., to take wife to dental clinic, to pick up a sick child at school, etc.)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	selection to attend NCOES at local level
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	selection to attend an Army school
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	non-judicial punishment for infractions of rules while on duty
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	awards or honors such as "Soldier of the Month"
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	bars to reenlistment
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	assignments to living quarters
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	daily duty assignments and details
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	disciplinary action for off-duty behavior

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Mark the box beside any of the following Army Schools that you have attended.

- ☐ NCO Advanced Course
- ☐ Sergeant Major Academy
- ☐ Officer Candidate School (OCS)
- ☐ U.S. Military Academy
- ☐ Officer Basic Course
- ☐ Officer Advanced Course

In the school you attended most recently, was there a separate block of instruction on Equal Opportunity?

- ☐ Yes
- ☐ No
- ☐ Don't know
- ☐ Not applicable

What is your grade or rank?

- |   |  |
|---|--|
| <input type="checkbox"/> E-5            | <input type="checkbox"/> O-1           |
| <input type="checkbox"/> E-6            | <input type="checkbox"/> O-2           |
| <input type="checkbox"/> E-7            | <input type="checkbox"/> O-3           |
| <input type="checkbox"/> E-8            | <input type="checkbox"/> O-4           |
| <input type="checkbox"/> E-9            | <input type="checkbox"/> Other officer |
| <input type="checkbox"/> Other enlisted |  |

**INTERVIEW QUESTIONS FOR  
SENIOR ENLISTED AND OFFICER PERSONNEL**

1. In your unit, what are your EO responsibilities and how much (what percentage) of your time do they occupy?
2. What training did you receive to prepare you for each of these responsibilities?
3. Do you feel that the content of this training was relevant to the requirements of your job? If no, what kinds of experiences have you had for which the training was inadequate?
4. How do you feel about the way the training was conducted?
5. Do you have any other comments concerning your EO responsibilities or the EO training you received?
6. If EO training for chain of command personnel was required by the Army, what methods would you like to see used to implement this training (e.g., lecture, seminars, role-playing, etc.)?
7. Who should have primary input into the development of a program of instruction for this training?
8. Should the developers of the program of instruction consider the similarities and differences among units? What similarities and differences should be considered?
9. Should the developers of the program of instruction consider the rank of the personnel involved? What should be considered concerning rank?
10. Who should conduct this training?
11. How often should the training be conducted?
12. Do you have any other comments concerning EO training for chain of command personnel? Is there anything you think should be included in that training that hasn't been mentioned?

APPENDIX B  
PROGRAM OF INSTRUCTION

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## Overview of the Program of Instruction for EO Leadership Training for Company-Level Chain of Command

The program of instruction contained in this volume has been designed to be used at local installation level to teach members of the small unit (company equivalent) chain of command, both non-commissioned and commissioned officers, leadership in regard to equal opportunity.

The program of instruction has two separate sections. The first is an individual, self-paced instructional package designed for use with readily available videotape equipment, supplemented by printed programmed instruction materials. This section of the program contains several modules which may be viewed separately as time permits, or as a total package.

The second section of the program is designed for use in a setting where the entire chain of command in a company-size unit meets as a group. It is designed so that the unit commander and/or first sergeant may serve as instructor/facilitator, given the background materials, references, and program of instruction outline. It is recommended, however, that the unit commander, after reviewing the materials contained herein, discuss the POI with a school-trained Equal Opportunity Staff Officer or NCO or other experienced EO instructor, or with an Organizational Effectiveness Staff Officer. If possible, it would be desirable to have such a person present during the group training.

It is recommended that each member of the unit's chain of command be required to complete all parts of the individual, self-paced instruction before taking part in the group training. This will provide all participants in the group training with the same background prior to meeting as a group. The entire program, both individual and group sections, should be completed at least once in a calendar year by each member of the chain of command in each company, battery, troop or equivalent unit.

Equal opportunity is a much more complex topic than most people realize. Therefore, it has not been possible to include all relevant teaching points and exercises in this program. The program does, however, focus on EO in the context of leadership and supervisory

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decisions, and provides each Army leader at company level with an opportunity to relate EO aspects of leadership to his or her own current job assignment. This is not a program of instruction concerning the history of minorities in America, nor is it an effort to produce inter-racial confrontation, animosity or guilt. Rather, it places a very important element of leadership behavior, equal opportunity, in a professional context, to be dealt with in a professional manner, by professional soldiers.

SECTION I. INDIVIDUAL SELF-PACED INSTRUCTION



## Preface to Section I

Section I of the POI, individual, self-paced instruction is designed to develop in the officer or NCO an understanding of how personnel decisions are made and how equal opportunity plays an integral role in every decision which affects every soldier, every day. The scenarios which are acted out in this section of the program are, in so far as possible, typical of activities in which company-level leaders and supervisors take part on a daily basis. Through the process of observing decisions being made and responding to questions about those decisions, the officer or NCO is led through a number of teaching points which help develop an understanding of good leadership, good decisionmaking, and good EO practice.

Not all personnel decisions have EO implications which are obvious on the surface. Nor are all personnel decisions clear-cut and unambiguous. The situations presented in this section, therefore, reflect both obvious and subtle teaching points and both ambiguous and unambiguous situations. In some cases, there is no single, obvious, "textbook" answer, and the programmed instruction text reflects that fact as well.

While no self-contained, self-paced programmed text can deal adequately with all the subtleties and complexities of EO, this program of instruction attempts to teach several major points that are relevant to the supervisor's and leader's daily professional activities.

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**PROGRAMMED INSTRUCTION MODULES**  
**(Video Tape or Film)**

**Freeze-Frame Illustration**

**Equal Opportunity Leadership Training for  
Company-Level Chain of Command**

**Recorded Voice:** You are about to participate in a program of instruction on equal opportunity for company-level chain of command personnel. The modules in this training package focus on decisions made by unit leaders and the EO implications of these decisions.

**A Highly-Decorated O-6 or Star-Level Officer  
Makes the Following Statement**

Leadership, more than any other single factor, determines the success or failure of any organization. This is particularly true of military units which must perform under a wide variety of conditions ranging from operation of supply depots to clandestine missions behind enemy lines and combat under extreme stress.

Since the U.S. Army was created in 1775, it has had effective leadership. Our history is filled with examples of people who, in this nation's times of need, have led our Armed Forces successfully in conflicts throughout the world. Being a military leader has always been a tough, demanding, but rewarding job because of the high standards and responsibilities involved. The challenges facing today's leader are greater than ever.

One of these challenges, the problem of race relations, is a major issue facing today's leaders. Soldiers from all walks of life, various geographic areas, and a variety of racial and ethnic backgrounds bring a wide range of life experiences with them when they enter the Army. The military leader's challenge is to direct members of this diverse group in a way that will cause them to work as a team. It is not an easy task, but certainly one that can be accomplished through informed, fair and impartial leadership.

Leaders make decisions every day involving not only themselves, but the morale and welfare of their subordinates. Some decisions, such as when to take a break or where to store supplies are simple decisions which have little effect on others. Other decisions may be based on policies, procedures, regulations or any of a number of intangible factors. These decisions are also based on the leader's knowledge and experience in similar situations.

In this regard, the Army makes selection and training of effective leaders one of its highest priorities. Equal Opportunity Education and Training is a highly important component of the Army training element. It is the Army's intent that this training should be a part of a coherent program which interrelates the training received at entry points, school training at various levels, and unit training. It is the Army's position that this training is important for developing sound leadership principles and practices as they relate to equal opportunity. It is important that you keep these priorities in mind as you go through this program of instruction.

#### Freeze-Frame Illustration

**Objectives:**

1. To relate prior EO training experience to current job responsibilities.
2. To enhance the ability of the unit chain of command to work as a team in eliminating discrimination.
3. To make leaders aware of their roles and responsibilities in Army efforts to eliminate discrimination.

**Recorded Voice:** The chief objective of this program of instruction is to provide company-level chain of command personnel with a training experience which allows each individual to relate the formal school training he or she has received in EO to the specific requirements of his or her present duty assignment. A second objective is to create a *team* approach to EO in the unit based on a common understanding of the EO program. A third objective is to demonstrate how each leader, at each level, fits into the aims of eliminating personal and institutional discrimination and maintaining an effective EO program. It is important

that you understand the training content and methods used in this program of instruction.

#### **Freeze-Frame Illustration**

##### **Awareness Training**

- the concepts of personal and institutional discrimination;
- cultural diversity in the Army;
- the changing roles of women in society and in the Army; and
- the role of the leader in the Army's EO Program.

**Recorded Voice:** There are two aspects of training content. One aspect concerns awareness training, whose objectives are to strengthen leader awareness of the concepts of personal and institutional discrimination; cultural diversity in the Army; the changing roles of women in society and in the Army; and the role of the leader in the Army's EO Program.

#### **Freeze-Frame Illustration**

##### **Job-Related Training**

- to enable each unit leader to define each type of decision he or she participates in and the exact nature of that participation, i.e., initiation or recommendation, participation as a member of a group (board, panel, council, etc.), approval or denial of recommendations initiated by others, or total control over the decision.
- to enable each unit leader to identify the possible discriminatory results of each of those decision inputs.
- to enable each unit leader to identify all possible ways in which personal and institutional bias might enter into the decision processes identified above.
- to enable each unit leader to identify methods for detecting and preventing personal and institutional bias from entering into the decision processes.

- to enable each unit leader to define his or her role in a discrimination-free decision process, as a member of the leadership team.

**Recorded Voice:** The other aspect concerns job-related training, whose objectives are: to enable each unit leader to define each type of decision he or she participates in and the exact nature of that participation, i.e., initiation or recommendation, participation as a member of a group (board, panel, council, etc.), approval or denial of recommendations initiated by others, or total control over the decision; to enable each unit leader to identify the possible discriminatory results of each of those decision inputs; to enable each unit leader to identify all possible ways in which personal and institutional bias might enter into the decision processes identified above, to enable each unit leader to identify methods for detecting and preventing personal and institutional bias from entering into the decision processes; and to enable each unit leader to define his or her role in a discrimination-free decision process, as a member of the leadership team. Training methods to be used include the use of situation-simulation films, structured exercises, and task-oriented work groups. The situation-simulation films contain illustrations of situations that are based on the following concepts: personal discrimination, institutional discrimination, and effective operation of an EO Program. The situations that are acted out are based on unit activities where a decision is to be made—usually involving more than one member of the company chain of command. The following categories of decisions are used in this training.

#### **Freeze-Frame Illustration**

- career enhancing decisions
- routine personnel maintenance decisions, and
- EO program administration

**Recorded Voice:** There are complete modules for each type of decision with subparts within the module that focus on different aspects of the decision. For each part of a given module, there is an exercise which requires you to respond to questions on the events that took place on the screen. There are specific procedures for doing each exercise. You are now ready to start the program of instruction.

#### **Freeze-Frame Illustration**

**Module I**  
**Career Enhancing Decisions**

*(Push the pause button.)*

**Recorded Voice:** This module contains illustrations of situations based on unit activities where a decision is to be made. The decisions concern selection for service school and promotion to E-4. Pay close attention to the situations that are acted out in each part of the tape. Following each scenario there is a question asked concerning the decision *you* would have made in the situation shown on film. After you select a response, you will receive feedback on the quality of each possible decision.

#### **Freeze-Frame Illustration**

**Module I**  
**(Part A)**

**Recorded Voice:** Bravo Company, 23rd Infantry has received a directive from battalion headquarters to select one soldier for PNCO school. The company commander, who has been in command of this company for only a short time, decides to ask for volunteers. The first sergeant puts a request for volunteers on the company bulletin board. SP4 Watkins, a squad leader in Bravo Company, talks to his platoon sergeant about volunteering.

## Script for Audio-Visual Illustration

### Scene I

*[SP4 Watkins approaches his platoon sergeant, SGT Williams, in the company day room.]*

SP4 Watkins: "Excuse me, SGT Williams."

SGT Williams: "What can I do for you, Watkins?"

SP4 Watkins: "I would like to volunteer for PNCO school, Sergeant."

SGT Williams: "How long have you been in the Army?"

SP4 Watkins: "Nearly three years."

SGT Williams: "Do you plan to make a career in the Army?"

SP4 Watkins: "Well, I like the Army and I plan to stay in for a while."

SGT Williams: "You are a good squad leader, Watkins. I would hate to lose you."

SP4 Watkins: "Since I plan to be around for a while, I thought it would be a good idea to re-enlist as a non-commissioned officer."

SGT Williams: "I'll tell you Watkins, there is only one slot to be filled from this company. I'll pass your name up the chain along with any other of the troops who may volunteer."

SP4 Watkins: "Thank you, SGT Williams."

**Recorded Voice:** Two other white squad leaders talk to SGT Williams about volunteering for PNCO school. His response to them is the same as his response to SP4 Watkins. There is also a black PFC who talks to SGT Williams about PNCO school. He is not a squad leader.

### Scene II

*(PFC Slate approaches SGT Williams in the company orderly room.)*

PFC Slate: "Excuse me, SGT Williams."

SGT Williams: "What can I do for you, Slate?"

PFC Slate: "I would like to volunteer for PNCO school, Sergeant."

SGT Williams: "It's not easy in PNCO school, Slate. Are you ready for that?"

PFC Slate: "I'll make it, Sarge."

SGT Williams: "How long have you been in the Army, Slate?"

PFC Slate: "Almost two years."

SGT Williams: "Do you plan to make a career in the Army?"

PFC Slate: "I'm not sure, Sarge."

SGT Williams: "I'll tell you, Slate, there is only one slot to be filled from this company. I'll pass your name up the chain along with the other troops who have volunteered."

PFC Slate: "Thank you, SGT Williams."

**Recorded Voice:** SGT Williams goes to see First Sergeant Brown about the men in his platoon who volunteered for PNCO school.

### Scene III

*(SGT Williams knocks and enters the First Sergeant's office.)*

SGT Williams: "Good morning, Top."

FS Brown: "Good morning, SGT Williams. What can I do for you?"

SGT Williams: "I have some people in my platoon who have volunteered for PNCO school. Here is the list of names."

FS Brown: "I see the first three are squad leaders. PFC Slate is not a squad leader. Are they all good soldiers?"

SGT Williams: "I think so. I am not sure but I think PFC Slate is minimally qualified. I don't mind losing him, but I sure would hate to lose one of my good squad leaders."



FS Brown: "Well, we are supposed to have an affirmative action plan in this company. Maybe Slate should be the one to go. How long have the other people been squad leaders?"

SGT Williams: "About six months. Watkins was recently voted soldier of the month."

FS Brown: "How long has Slate been in the unit?"

SGT Williams: "Almost two years."

FS Brown: "Has he given anybody a hard time?"

SGT Williams: "No, not that I know of."

FS Brown: "Okay, I'll get these 201s from battalion and set up appointments with the company commander. I'll let you know when to have the men report."

SGT Williams: "Okay, Top. I think you are right about Slate, but the company commander will decide."

**Recorded Voice:** First Sergeant Brown gets the 201 files from battalion headquarters, reviews them and finds that all four soldiers are administratively qualified. PFC Slate has the lowest AFQT score of the four. He then sets up an appointment with the company commander. Since the company commander is new to the unit he first talks to each of the soldiers, then he calls in First Sergeant Brown and SGT Williams to get their opinions before making a decision.

#### Scene IV

*(Brown and Williams enter office and salute. CPT Mitchell returns salute.)*

CPT Mitchell: "Good morning, Gentlemen. I want to talk with each of you about these volunteers for PNCO school. I believe there are four here from your platoon, SGT Williams. Are they all good soldiers?"

SGT Williams: "I believe so, sir. Watkins was recently selected as soldier of the month."

CPT Mitchell: "Are any of these people making a career out of the Army?"

SGT Williams: "Three of them say that they plan to stay in for a while, sir."

CPT Mitchell: "Tell me, First Sergeant, are you familiar with these men?"

FS Brown: "I know two of the squad leaders, sir. They are all good soldiers. It would be difficult to replace those squad leaders."

CPT Mitchell: "What about Slate? He's not a squad leader. You think he could make it in PNCO school?"

FS Brown: "I'm not sure, sir. His scores indicate that he's minimally qualified, but you know, we do have equal opportunity responsibilities concerning affirmative action. Maybe this is a good time to meet these responsibilities."

CPT Mitchell: "But these squad leaders are already in positions of responsibility. It seems as though we should encourage their leadership potential."

SGT Williams: "We received special recognition on our last IG Inspection, sir. This was really due to outstanding work by our squad leaders. It would be tough to lose them."

FS Brown: "Also, sir, the battalion commander really wants us to get going on this affirmative action thing. Since Slate is black, it might be good to select him."

CPT Mitchell: "Well, I'll look over these records again and then I'll decide. Thank you, gentlemen, for coming in."

*(Brown and Williams salute and leave the office.)*

**Recorded Voice:** The situation you just viewed concerned selection to PNCO school. In the last scene, CPT Williams listened to statements from the first sergeant and platoon sergeant concerning the soldiers who had volunteered. He then said that after reviewing the 201 files, he would decide on which soldier to select for PNCO school. The following question concerns the decision that *you* might make in this situation. Choose *one* of the answers to the question.

### Freeze-Frame Illustration

#### Question

Which of the following statements represents the decision *you* would make in this situation?

1. I would select PFC Slate. Although he has a low AFQT score, I still need to get going on my affirmative action plan.
2. I would select SP4 Watkins, because he is a good squad leader with an award for his performance.
3. I would select one of the other white squad leaders, because they are already in positions of leadership and there is something about them that tells me that they should be encouraged to develop their potential.

**Recorded Voice:** If you chose number 1 (PFC Slate), then the results of your decision are as follows:

- (a) Short range—the morale of the more qualified soldiers will be negatively affected by what will be perceived as reverse discrimination, i.e., the selection of a black soldier over more qualified white soldiers. This may affect their performance in the unit.
- (b) Long range—an accumulation of decisions to select marginally qualified blacks for PNCO school increases the possibility that blacks who are selected to attend service schools will not succeed. This adds momentum to the popular notion that most blacks are not adequately qualified for leadership positions. PFC Slate should be enrolled in an educational program aimed at enhancing his AFQT score. Efforts to improve a soldier's career chances are a desirable function of a company chain of command.

This decision is of low quality due to its indication of reverse discrimination and potential institutional discrimination.

If you chose number 2 (SP4 Watkins), then the results of your decision are as follows:

- (a) Short range—Watkins' leadership potential will be positively affected by selection to PNCO school. A good leader gives reward according to the merits of the case in question. Impartiality is necessary in all situations requiring a judgment. Although selecting PFC Slate might have been an indication of affirmative action, the damage to individual and unit morale and motivation would be nearly irreparable.
- (b) Long range—an accumulation of decisions of this kind insures that qualified personnel are selected for leadership positions, that unit morale and motivation are not negatively affected and that unit performance meets the necessary standards.

This decision is of high quality due to its positive implications for the individual soldier and the organization.

If you chose number 3 (one of the other white squad leaders), then the results of your decision would be as follows:

- (a) Short range—this decision considers positive leadership qualities which may not appear on official records. The company commander may be aware of "informal criteria" that form the basis for a potentially good leader. It is his responsibility to consider these characteristics when making the decision. Making this selection has a positive effect on the motivation of the individual soldier.
- (b) Long range—the white squad leader who was selected would have been given the opportunity for professional development by an interested leader. It may be that this squad leader, when he gets to a position of leadership, will possess and use these same skills in identifying subordinates with leadership potential. Over time this process will insure that the Army has both formal and informal criteria for the selection of future leaders.

This decision is of high quality because it insures the professional development of soldiers with good leadership potential. It also uses "informal criteria" as a basis for improving reliability in decisionmaking.

## Freeze-Frame Illustration

### Module I

### (Part B)

**Recorded Voice:** A local promotion board has just received a re-evaluation requested by two soldiers who held recommended list status for four months without being promoted. After the evaluation procedures, the board members discuss the merits of each soldier.

## Script for Audio-Visual Illustration

*[Major Boaz, SSG Brown, SGT Warner, and SP Johnson meeting.]*

**MAJ Boaz:** "We are now at the point in this re-evaluation where we must decide on which of these two soldiers to recommend for promotion to E-5. We'll look at each of them in turn. First, there is SGT Stanley Jones."

**SSG Brown:** "One problem I see with Jones is that he was removed from promotable status seven months ago for an Article 15."

**SGT Warner:** "That Article 15 was for AWOL. Didn't he say that he was exonerated of those charges? I believe it's here in his record."

**SSG Brown:** "Yes, he said there was an administrative error concerning the amount of leave time he was granted. It seems to me a good soldier would make sure that his records were squared away."

**SP Johnson:** "Actually, that error *is* documented in his records, but I happen to know that his commander felt that Jones knew about the foul-up before he took leave."

**MAJ Boaz:** "Unless that is documented, I don't think the board should consider making a recommendation. On another matter, we *do* have a written complaint on record where SGT Jones talks about discrimination by his commander. It seems that no action was taken on that complaint."

**SSG Brown:** "Jones impresses me as the kind of person who would make a complaint like that to cover up his own weaknesses. Probably no action was taken because it wasn't a legitimate complaint."

MAJ Boaz: "The point is that SGT Jones was returned to recommended list status according to perscribed procedures. We do need to consider, however, why he remained in this status for four months."

Ssg Brown: "His commander notes in two of his recent EERs that his performance level was not adequate."

SP Johnson: "Don't those EERs cover a period of time when Jones was having medical problems?"

MAJ Boaz: "Yes, that's true, although his commander feels he was malingering. There are records of numerous hospital visits."

SP Johnson: "Jones doesn't seem to have much of a relationship with his commanding officer. There seems to be a real discrepancy between documented evidence and subjective interpretations."

MAJ Boaz: "Well, we cannot decide without some doubt as to how much Jones' medical problems affected his job performance. We do need to consider the general circumstances under which he received those low quality ratings."

SGT Warner: "And maybe we need to consider that Jones has a commander who is something less than a good leader."

Ssg Brown: "That's not the way to look at that. I think our leaders are qualified. Jones just doesn't seem to be a motivated soldier."

SGT Warner: "Well, it's certainly in his favor that he plans to re-enlist. That seems to show some sort of motivation."

MAJ Boaz: "Okay. If there are no more comments on SGT Jones. Let's move on to SGT Williams. It's unfortunate that training requirements preclude having an enlisted woman on the board."

SGT Warner: "There seems to be no clear reason why SGT Williams has remained on the recommended list status for three-and-a-half months."

MAJ Boaz: "Yes, it doesn't appear that she was removed from the list at any point for misconduct or inefficiency."

SP Johnson: "One thing I notice is that her commander has given her low performance ratings in recent months."

Ssg Brown: "She probably deserves it, if she is like most women in the Army."

MAJ Boaz: "Again, we have to stick to documented facts. She had an SQT score of 65 and she improved on that during the re-evaluation. That seems like a positive point."

SGT Warner: "But she would have less than three months remaining in service after her promotion. She didn't clearly state her intentions to re-enlist."

SP Johnson: "We *could* make the promotion contingent on re-enlistment."

MAJ Boaz: "That option doesn't apply to promotion to E-5."

SSG Brown: "I just don't think that she has any real career-intention. Plus she is not doing her job well."

SGT Warner: "There is no documented evidence of poor work from her supervisors—just the low rating from the commander. Is this the same commander that SGT Jones has?"

MAJ Boaz: "No, it's a different commander and I'm not sure that has anything to do with it."

SSG Brown: "Of course it doesn't. The woman does poor work and that's all there is to it."

SP Johnson: "No, that is not all there is to it. SGT Williams has a good SQT score and could very well remain in the Army. A little encouragement from the leadership might be to the Army's advantage."

MAJ Boaz: "At any rate, we need to consider those things that are in her record and not be swayed by subjective opinions."

SGT Warner: "I agree, we should use that logic with both soldiers. Why don't we put it to a vote now."

MAJ Boaz: "Yes, let's do that."

**Recorded Voice:** This scenario illustrated a situation where a local promotion board had just completed a re-evaluation of two soldiers who held recommended list status for four months without being promoted. There was a discussion by board members on which soldier to recommend for promotion. During that discussion each board member expressed his feelings on which soldier to recommend. The following exercise concerns *your*

opinion on the feelings indicated by each of the board members. For each board member select the statement that you feel best describes that member's opinion during the discussion.

#### Freeze-Frame Illustration

Major Boaz:

*(Picture of Major Boaz)*

1. is biased toward the selection of the female soldier.
2. tried to take over and pull rank on the other board members.
3. appropriately assumes his responsibility as president of the promotion board.

**Recorded Voice:** If you chose number 1 (Major Boaz is biased toward the selection of the female soldier), this answer is not correct. The points that Major Boaz made concerning SGT Williams were made to clear up technical points. This is his responsibility as board president.

If you chose number 2 (Major Boaz pulling rank on the other board members), this answer is not correct. The main objective of a promotion board president is to insure an objective and valid assessment of soldiers being considered for promotion. The points that Major Boaz made provided guidelines for an appropriate interpretation of the facts. This scenario does not indicate that rank is a factor in his oral participation.

If you chose number 3 (Major Boaz assumes his responsibility as president of the promotion board), this answer is correct. Major Boaz consistently emphasizes the need to stick to the documented records in making this promotion decision. He rejects the attempt by some of the board members to introduce "second-hand" information and opinions. It is desirable that a promotion board not be influenced by subjective (and usually biased) interpretation.



### Freeze-Frame Illustration

SSG Brown:

*(Picture of SSG Brown)*

1. is objective in his opinions of each soldier.
2. pays close attention to the contents of each soldier's file.
3. is not really concerned about relevant qualifications.

**Recorded Voice:** If you chose number 1 (SSG Brown is objective in his opinion of each soldier), this answer is not correct. SSG Brown bases his opinions on his own bias and prejudice. He assumes that the soldier is always wrong and the leader is always right. He also indicated sexist attitudes toward SGT Williams.

If you chose number 2 (SSG Brown pays close attention to the contents of each soldier's file), this answer is not correct. For each soldier, SSG Brown generally disregards the content of the 201 file. In the case of SGT Jones, a duly recorded administrative error was overlooked in favor of the opinion that "... a good soldier would make sure his records were squared away." A more than adequate SQT score for SGT Williams was disregarded because of a sexist attitude toward a female soldier.

If you chose number 3 (SSG Brown is not really concerned about relevant qualifications), this answer is correct. SSG Brown bases his opinions on his own bias and prejudice, and not on relevant qualifications. The purpose of the promotion board is to recommend one of the soldiers for promotion. SSG Brown seems to use subjective interpretations in an effort to avoid recommending either of the soldiers. These types of decisions should not be informed by prejudiced thinking.

### Freeze-Frame Illustration

Sergeant Warner:

*(Picture of Sergeant Warner)*

1. is biased toward the selection of the female soldier.
2. pays close attention to the contents of each soldier's file.

**Recorded Voice:** If you chose number 1 (SGT Warner is biased toward the selection of the female soldier), your answer is not correct. Although there is not an obvious bias in his opinions, he does make more positive statements for SGT Jones than for SGT Williams. He shows a particular interest in Jones' career intentions.

If you chose number 2 (SGT Warner pays close attention to the contents of each soldier's file), your answer is correct. When making statements concerning both soldiers, SGT Warner refers to some part of their 201 file. It is desirable to use the information in the soldier's file when making promotion decisions—especially since there is information on relevant qualifications.

### Freeze-Frame Illustration

SP5 Johnson:

*(Picture of SP5 Johnson)*

1. is not really concerned about relevant qualifications.
2. is biased toward the selection of the female soldier.
3. is objective in his opinions of each soldier.

**Recorded Voice:** If you chose number 1 (SP5 Johnson is not really concerned about relevant qualifications), your answer is not correct. Most of Johnson's statements are based on information in the soldier's file. He clearly refers to an SQT score when making

statements about SGT Williams. Promotion board members should pay close attention to the information in the soldier's file.

If you chose number 2 (SP5 Johnson is biased toward the selection of the female soldier), your answer is not correct. The points that Johnson made concerning SGT Williams serve to note her qualifications. At one point, he responds to an opinion which disregards her qualifications. This shows a concern for relevant facts rather than a personal bias.

If you chose number 3 ( SP5 Johnson is objective in his opinions of each soldier), your answer is correct. Although he initially introduces "second-hand" subjective information, he then tends to recognize the more relevant factor, such as documented proof of sick call, etc.

**Recorded Voice:** The next exercise concerns possible decisions which could have been made by the promotion board. For each possible decision, indicate whether you feel the decision is: (1) required by Army EO policy and principles; (2) allowed but not required; and/or (3) prohibited by Army EO policy and principles. Choose *one* of the answers to the question.

#### Freeze-Frame Illustration

##### Decision A

The man is selected because he "will probably become a career soldier" and the woman "will probably get pregnant and leave."

##### Question

Is the decision as described:

1. required by Army EO policy and principles;
2. allowed, but not required; or
3. prohibited by Army EO policy and principles?

**Recorded Voice:** If you chose number 1 (required by Army EO policy and principles), your answer is not correct. Despite statements from both soldiers that they had career intentions, this decision was made on the basis of sexist stereotypes rather than on the verbal commitments and objective merits of each soldier. This decision is of low quality due to the use of inappropriate selection criteria.

If you chose number 2 (allowed, but not required), your answer is not correct. As described, this represents an important personnel decision being made on the basis of sexist prejudices and not on relevant job characteristics. This decision is of low quality due to the use of inappropriate selection criteria.

If you chose number 3 (prohibited by Army EO policy and principles), your answer is correct. Army EO policy and principles require that any selection decision be made on the basis of job-related criteria. Any other basis for such decisions represents arbitrary discrimination and is prohibited. This decision is of low quality due to the use of inappropriate selection criteria.

#### **Freeze-Frame Illustration**

##### **Decision B**

The woman is selected because the brigade affirmative actions plan calls for an increase in the number of promotions going to qualified females.

##### **Question**

Is the decision as described:

1. required by Army EO policy and principles;
2. prohibited by Army EO policy and principles; or
3. allowed, but not required?

**Recorded Voice:** If you chose number 1 (required by Army EO policy and principles), this answer is acceptable, but is not the best answer. Army EO policy calls for affirmative actions to be taken in situations where it will not result in undue harm to the unsuccessful candidate. But affirmative action does not specify the outcome of any particular decision. Rather, it refers to a trend over time. That trend is made up of individual decisions, however, and if the woman is qualified in every way and is at least equal to the man, selecting the woman is acceptable, though not required.

If you chose number 2 (prohibited by Army EO policy and principles), this answer is wrong. Selecting a woman over an equally well-qualified man is not prohibited, so long as it can be justified in terms of legitimate, established affirmative actions goals.

If you chose number 3 (allowed, but not required), this answer is correct. In an instance where two people are equally well-qualified and no job-relevant characteristic makes one superior to the other, the Army's affirmative action philosophy would encourage, but not require, selection in line with an established affirmative action goal.

#### Freeze-Frame Illustration

##### Decision C

The male soldier is promoted because, in the words of one of the board members, "the old man doesn't like women trying to do a man's job."

##### Question

Is the decision, as described:

1. required by Army EO policy and principles;
2. allowed, but not required; or
3. prohibited by Army EO policy and principles?

**Recorded Voice:** If you chose number 1 (required by Army EO policy and principles), this answer is not correct. This represents an important personnel decision being made on the basis of sexist prejudices and not on relevant qualifications.

If you chose number 2 (allowed, but not required), this answer is not correct. This represents an important personnel decision being made on the basis of sexist prejudices and not on relevant qualifications.

If you chose number 3 (prohibited by Army EO policy and principles), this answer is correct. Army EO policy and principles require that any promotion decision be made on the basis of job-related criteria. Any other basis for such decisions represents arbitrary discrimination and is prohibited.

#### **Freeze-Frame Illustration**

<p><b>Recap of Important Points in Module I</b></p>
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**Recorded Voice:** What you saw in Module I was an illustration of two situations—one concerning selection to PNCO school and one concerning promotion to E-5. Here are some things you should remember about those situations.

### Freeze-Frame Illustration

#### Part A

#### Selection to NCO School

- The selection of a black soldier over more qualified white soldiers negatively affects the morale of the more qualified soldiers by what will be perceived as reverse discrimination.
- A soldier who is marginally qualified for promotion, but shows some potential for becoming a good leader, should be encouraged to enroll in an educational program aimed at enhancing his potential. Efforts to improve a soldier's career chances are a desired function of a company chain of command.

### Freeze-Frame Illustration

#### Part B

#### Promotion to E-5

- Members of a promotion board should be as objective as possible in making recommendations for promotion.
- Decisions should not be based on unverified assumptions about a soldier.
- Bias and prejudice among members of a promotion board could lead to decisions that do *not* benefit the organization.

**Recorded Voice:** Important personnel decisions should not be made on the basis of sexist or any other prejudice. A good leader makes decisions according to the merits of the case in question. An accumulation of these kinds of decisions ensures that qualified personnel are selected for leadership positions, that unit morale and motivation are not negatively affected and that unit performance meets the necessary standards. (*Slight pause.*) You are now ready for Module II.

### Freeze-Frame Illustration

<p>Module II</p> <p>Routine Personnel Maintenance Decision</p>
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**Recorded Voice:** This module contains illustrations of situations based on routine personnel maintenance decisions. The three scenarios in the module constitute a "set" of unit activities that center around a decision concerning an Enlisted Efficiency Report (EER). Pay close attention to the situations that are acted out in each part. Following each scenario there is a question asked concerning the decision *you* would have made in the situation shown on film.

### Freeze-Frame Illustration

<p>Module II</p> <p>(Part A)</p>
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**Recorded Voice:** The following scenario occurs as SSG Miller, a section leader in Charlie Company, is starting to fill out the EER forms for several members of his section. As he is about to begin on a new EER, he is visited by SSG Hempstead, a section leader from another company.

### Script for Audio-Visual Illustration

**SSG Hempstead:** "Hey, Jack, how's it going? I had to make a run over this way so I thought I'd drop in and say hello. What are you up to?"

**SSG Miller:** "Today is EER day for me, George. You know, 'Select the best from among equals,' and all that garbage. I'm not sure any of these equipment repairmen I've got around here is worth the powder it would take to blow them up. Of course, there is this kid, Krouse, who's pretty good. *(Holds up EER form.)* You played basketball with his brother back home in high school, remember?"



SSG Hempstead: "Sure, I ran into him with you at the snack bar one day, and you told me he was from back home. You say he's a pretty good worker?"

SSG Miller: "Yeah, especially when you compare him with some of these other kids we've got around here. I feel like I'm getting all the rejects and duds that society has to offer. We seem to be getting a lot of young kids who think the world owes them a living."

SSG Hempstead: "I hear what you're saying."

SSG Miller: "You know, there are some who are OK, good workers, smart and all that, but most of the ones like that seem to be country boys like you and me. These city kids *don't want to work* at all if they can help it, and when they do, they can't do it right. Take this dude Johnson right here. (*Holds up EER form.*) I'm probably going to end up in deep trouble because of him."

SSG Hempstead: "Yeah? What happened?"

SSG Miller: "As I was coming in this morning, I stopped, like I always do, to see what equipment had come in for work and who I should assign it to. I picked up an instrument that had a note on it from Colonel Patterson up at Brigade. He said he had just come back from the field and this thing had just cut out on him. We keep records on all the equipment we get, so I got out the card on this one and it showed that it has been in here just two weeks ago, back when I was on TDY. Johnson's initials were on the card. So I said, 'Let me take a look at this.' I took the back panel off and right away I could see the job hadn't been done right the first time. Johnson had pieced together some kind of make-shift bypass circuit rather than doing the job right."

SSG Hempstead: "Why would he do something like that?"

SSG Miller: "He was probably just too *lazy* to figure out how to do the job right. So he patches it up and sends it to the Old Man to take to the field. Now I'm going to catch all kinds of heat from Top and the Captain when the Colonel gets on the phone and complains about the way we fixed this thing."

SSG Hempstead: "You really think he will?"

SSG Miller: "Wouldn't you? You'd better believe that Johnson is going to find out about this kind of shoddy work the hard way. I've got his EER right here. You don't often get to zap a guy so quickly, you usually have to

wait a couple of months and by then you forget half the stuff you wanted to remember. But today I get a chance to hit Johnson right away, and I will."

SSG Hempstead: "Have you ever had a counseling session with him?"

SSG Miller: "No, I never had any specific reason to counsel him before. But now I've got the goods on him and I'm going to get him for it."

**Recorded Voice:** The situation you have just viewed concerns the process of completing Enlisted Efficiency Reports. Following are some questions for you to answer concerning your perceptions of what went on in the scene. For each question, choose the one answer that best describes how you interpret the things that happened.

#### Freeze-Frame Illustration

##### Question I

Which of the following represents the decision you would make about SP5 Johnson's efficiency report?

- A. I would give Johnson an unsatisfactory rating on job performance because of the poor job he did.
- B. I would give Johnson the benefit of the doubt and give him an "average" rating, but counsel him later about his poor performance.
- C. I would counsel Johnson before completing his EER and get his explanation of what happened.

**Recorded Voice:** If you chose A (I would give Johnson an "unsatisfactory" rating on job performance because of the poor job he did), important factors in this decision are:

1. Johnson's poor performance is only one, isolated incident.
2. There is no evidence that Johnson has performed poorly overall.
3. A soldier should receive counseling on poor performance before getting an "unsatisfactory."

Results of this decision are:

1. Short-range--SSG Miller will get the satisfaction of "zapping" Johnson for poor performance.
2. Long-range--Any career aspirations that Johnson had would probably be ruined by the rating on this report.

This would be a bad decision. There is no evidence that Johnson is an overall poor performer. Miller says, "I never had a specific reason to counsel him before." Review the question on the screen and select another answer.

**Recorded Voice:** If you chose B (I would give Johnson the benefit of the doubt and give him an "average" rating, but counsel him later on his poor performance), important factors in this decision are:

1. Counseling should occur before the rating is given.
2. Johnson's poor performance seems to be a single, isolated incident.

Results of this decision are:

1. Short-range--The rating NCO experiences the personal satisfaction of being a "good guy" by partially overlooking the incident of poor performance, while still doing his job by counseling Johnson.
2. Long-range--Johnson's performance might improve in the future as a result of being counseled, but he might still be hurt in his career plans by an "average" rating, although not as much as by an "unsatisfactory" rating.

Although it would be better to counsel Johnson than not to counsel him, a EER should be based on overall performance. SSG Miller has only one incident to go on and has only his own perception of that incident on which to "zap" Johnson. This is a poor decision choice.

**Recorded Voice:** If you chose C (I would counsel Johnson before completing his EER, and get his explanation of what happened), important factors in this decision are:

1. Thus far, SSG Miller has only his own perceptions (and fears) about the particular incident on which he wants to base Johnson's rating.
2. A counseling session should be held before a rating is given which could be negative, and the rated soldier should be given a chance to improve.

Results of this decision are:

1. Short-range—Miller gets Johnson's explanation which might influence how he rates Johnson. Johnson gets an opportunity to state his case and defend himself before the rating gets put on paper.
2. Long-range—Miller may change his mind about Johnson's performance as a result of the conversation; Johnson may be saved the trouble of having to appeal his rating if Miller changes his mind.

This is the most appropriate decision of the three. Rather than take the chance of over-reacting to a specific incident that he may not have all the facts about, Miller should talk to Johnson, and perhaps to others as well, before giving a rating that might be damaging to Johnson's future in the Army.

#### Freeze-Frame Illustration

##### Question II

Based on what SSG Miller said, how big a part do you think prejudice played in his decision to "zap" Johnson on his EER?

- A. There is no evidence that Miller is prejudiced in any way.
- B. Miller seems to be prejudiced in some way, but there is no way to tell whether or not prejudice affected his decision.
- C. Prejudice probably played an important part in Miller's decision.

**Recorded Voice:** If you chose A (There is no evidence that Miller is prejudiced in any way), this is not the best answer.

In the scenario that you saw, there was no evidence that Miller had any racial prejudice. However, he did seem to be prejudiced against "big city kids," because he thinks "they don't want to work at all and when they do, they can't do it right."

**Recorded Voice:** If you chose C (Prejudice probably played an important part in Miller's decision), this is not the best answer.

Miller does seem to be prejudiced against "big city kids" because he thinks, "they don't want to work at all and when they do, they can't do it right." And Johnson, we assume, is a "big city kid." But there is no reason to think that this is the main reason or even an important reason in Miller's decision.

**Recorded Voice:** If you chose B (Miller seems to be prejudiced in some ways, but there is no way to tell whether or not prejudice affected his decision), this is the best answer of the three.

Although Miller never says anything about race prejudice, he does seem to be prejudiced against "big city kids," because he says, "they don't want to work at all and when they do, they can't do it right." By making a blanket statement like that about "big city kids" and saying that the best soldiers are "country boys" he gives the impression of being prejudiced. However, that prejudice may or may not have affected his decision to "zap" Johnson. There is not enough evidence to tell whether it did or not.

#### **Freeze-Frame Illustration**

**Recap of Important Points in  
Module II  
(Part A)**

**Recorded Voice:** What you saw in Module II, Part A, was a conversation between two staff sergeants. SSG Miller, the main character, was just about to begin an Enlisted Efficiency Report on SP5 Johnson, an equipment repairman in his section. Here are some things you should remember about that situation.

### Freeze-Frame Illustration

- the incident happened while Miller (the rater) was on TDY;
- Miller is *assuming* that Johnson did what he did because he is lazy;
- Miller did not check with anyone else about what happened; not even with Johnson himself;
- Miller is *assuming* that Colonel Patterson will complain about Johnson's performance; and
- Miller is *assuming* that he will end up in trouble with his commander because of the incident.

**Recorded Voice:** (*Slight pause.*) An efficiency report stays with a soldier throughout his or her time in the Army. Each officer or NCO who rates another soldier owes it to the rated soldier to be as conscientious as possible in giving a performance rating. SSG Miller seemed to be basing his decision to "zap" SP5 Johnson on a single incident of what appeared to Miller to be poor performance. Since Miller was on TDY when the incident occurred, at the very least he should talk with Johnson *before* giving the rating, to get Johnson's explanation. This could be in the form of a performance counseling session to let Johnson know how Miller feels about the incident and provide an opportunity for improvement.

### Freeze-Frame Illustration

- Prejudice is not always racial prejudice; it can be prejudice against any identifiable group;
- Miller has stereotyped "big city kids" as being lazy and incompetent;
- Still, prejudice does not always result in discriminatory *behavior*.

**Recorded Voice:** SSG Miller expressed prejudice concerning "big city kids." Although there is no specific evidence that Miller wants to "zap" Johnson because he is a big city kid, it is important to remember that in some situations prejudiced feelings are a primary factor in

decision making. To summarize, SSG Miller seems to be acting on the basis of a single, recent event and on the basis of unverified assumptions about that event. A good leader must avoid that kind of thinking whether in regard to efficiency ratings or some other decision area, and whether or not there are equal opportunity considerations involved.

### Freeze-Frame Illustration

<p>Module II (Part B)</p>
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**Recorded Voice:** Part B illustrates another aspect of the scenario shown in Part A. In this situation, SP5 Johnson goes to talk to the first sergeant about his EER.

### Script for Audio-Visual Illustration

SP5 Johnson: *(Knocks and enters the first sergeant's office.)* "Top, I've got to talk to you about SGT Miller. If that jerk doesn't stop trying to ruin me, I'm gonna have to meet him in the street some night and do him some major harm."

1SGT Mason: "Have a seat, Johnson, and tell me what you're so steamed up about."

SP5 Johnson: *(Sits down.)* "Top, that SGT Miller is a racist. He's got his own little group of white buddies in the section that he looks out for and the rest of us he treats like dirt."

1SGT Mason: "Wait a minute. Those are strong words. You'd better tell me why you're so convinced that SGT Miller's a racist. What has he done specifically that makes you think so?"

SP5 Johnson: "I'll tell you what he did! He gave some white boy from his home town a max rating and I got a rating with a lower cumulative average than my last EER. I know I'm as good a soldier as he is. Besides, Miller and this guy are always hanging out together at the club, thicker than glue."

1SGT Mason: "Everybody thinks he deserves a better EER than he got. Why do you think you weren't treated fairly?"

SP5 Johnson: "Well, you know Krouse in my section, he's a Spec 5, too. He's been bragging around about how his last rating was nearly a max, and we both get rated by SGT Miller."

1SGT Mason: "That might be true, Johnson, but still, maybe he deserves it."

SP5 Johnson: "I know I'm as good a soldier as he is. I always get my assignments finished; my work has only had to be called back once in the past year, and that was because I had to improvise when we didn't have the parts to make a permanent repair and the Colonel needed the equipment right away. I worked all night to figure out how to patch it up so he could use it for a couple of days. Besides, I haven't been on sick call in two years, and I almost never have to have time off for personal business."

1SGT Mason: "Well, I know I've never heard any complaints about your work, but then I've never heard SGT Miller bragging about you either. To be very honest with you, if I had to go by what SGT Miller has said to me about people in his section, I'd probably give a higher rating to Krouse, too."

SP5 Johnson: "I didn't want to bring this up, Top, but did you know that Krouse is from some small farm town in Nebraska, just like SGT Miller? I always hear them talking about things back home; I know that the two of them and a guy in Bravo Company from Nebraska get together at the club sometimes just to reminisce about home. I think Miller is showing favoritism toward Krouse. Besides, I don't think he likes guys from the streets, especially blacks. I'm from Boston."

1SGT Mason: "Hold on now. You're saying some pretty serious things here, and we'd better take them one by one. First, you're saying that Krouse got a higher EER than you because SGT Miller is playing favorites. Second, you're saying that you didn't get as good an EER as you deserve. And, third, you're saying that you think SGT Miller is prejudiced against blacks from big cities and that's why you got a lower rating than you think you deserve. Is that right?"

SP5 Johnson: "Right on all three counts, Top. What can you do for me?"

1SGT Mason: "Well, if it were just a matter of your being unhappy with your rating, I'd say go and talk with SGT Miller and have him explain why he rated you the way he did. If you still weren't satisfied, there are procedures for appealing your rating. If it were just a matter of possible favoritism toward Krouse, I would talk to SGT Miller and get that straightened out."



But the possibility of discrimination means I've got to think this through very carefully. I'll get back to you on this in a few days. OK?"

SP5 Johnson: "Sure, Top. Thanks a lot."

#### Freeze-Frame Illustration

##### Question I

When SP5 Johnson went to the First Sergeant's office, he was obviously angry and used strong language in stating why he was there. What should First Sergeant Mason have done when that happened?

- A. The First Sergeant should have stopped Johnson at the door and told him to go away and come back when he was cooled off.
- B. The First Sergeant should have stopped Johnson as soon as he called SSG Miller a racist and told him to go away and think about what he wanted to say because that is a serious accusation.
- C. The First Sergeant should have done just what he did, let Johnson state his problem in any way he wanted to, then try to calm Johnson down and get the details.

**Recorded Voice:** If you chose A (The First Sergeant should have stopped Johnson at the door and told him to go away and come back when he had cooled off), this is not the best answer.

This approach can work sometimes. By getting the complaining soldier to go away and calm down, the leader maintains his or her authority and demonstrates that this is a formal organization, with rules to be followed. The leader must be careful, however, not to give the impression that he or she is totally rejecting the complaining soldier as an individual, or the impression that the soldier's complaint is not a valid one. The perception that the soldier has about why the leader sent him or her away will play a large part in

determining whether the soldier will ever again trust the leader to give an honest hearing to a complaint.

In this case, where the complaint has a racial basis, and the First Sergeant is white and Johnson is black, it would be very easy for Johnson to feel that he was not going to get a fair hearing of his problem if he were to be sent away without a chance to describe his problem.

**Recorded Voice:** If you chose B (The First Sergeant should have stopped Johnson as soon as he called SSG Miller a racist and told him to go away and think about what he wanted to say, because that is a serious accusation), this is not the best answer.

This would be an acceptable action if done in the right way. For the leader to tell the soldier with a complaint that he is making serious accusations might tend to get the soldier to think more about what he wants to say. But if the leader gives the impression, even without intending to, that he is trying to scare the soldier into withdrawing his complaint, he may lose that soldier's trust permanently. In this situation, where Johnson is black and the First Sergeant is white, Johnson could easily assume that Mason is warning him not to pursue his complaint. He could think, "Mason is like all the others, trying to protect Miller because he's an NCO."

**Recorded Voice:** If you chose C (The First Sergeant should have done just what he did, let Johnson state his problem in any way he wanted to, then try to calm Johnson down and get the details) this is probably the best of the three answers in the situation as described. As a leader, First Sergeant Mason does several things:

1. He lets Johnson blow off some steam without reacting emotionally. In this way, he maintains his leadership status.
2. He reminds Johnson that these are serious accusations without appearing to be threatening Johnson with retaliation.
3. He immediately tries to get Johnson to talk in specifics, asking what, exactly, happened that has upset Johnson.

As a result, Johnson learns that Mason is willing to listen to him, and gradually calms down. Mason, by maintaining his "cool," gives the impression of being objective.

### Freeze-Frame Illustration

#### Question II

After hearing Johnson's description of what happened between him and SSG Miller, especially concerning Johnson's EER, do you now think that racial discrimination played a major part in Miller's treatment of Johnson?

- A. It now seems as if racial discrimination was definitely involved in SSG Miller's treatment of SP5 Johnson.
- B. There is still not enough information to decide whether or not racial discrimination was involved.
- C. There was definitely no racial discrimination involved in Miller's treatment of Johnson.

**Recorded Voice:** If you chose A (It now seems as if racial discrimination was definitely involved in SSG Miller's treatment of SP5 Johnson) you have not selected the best answer.

We now know that SP5 Johnson is black and that he is from Boston. We know that his description of the incident that led to getting a low EER score is very much different from the description of the same incident from SSG Miller's point of view.

We know that Miller has expressed prejudice against "big city kids."

On this basis, we cannot say that prejudice is not involved. But we cannot be sure at this point that racial prejudice is involved. All we now know is that Miller and Johnson see things differently, especially concerning the one occasion on which Johnson's EER was mainly based.

**Recorded Voice:** If you chose C (There was definitely no racial discrimination involved in Miller's treatment of Johnson), you have not selected the best answer.

If we focus on what we now know about the incident that resulted in SP5 Johnson's low EER, there is no evidence that racial discrimination was involved. We do know that Johnson is black and Miller is white, so we cannot yet rule out the possibility that Miller rated Johnson low because he has some racial prejudice.

In fact, we don't yet know if racial discrimination was involved, but we do know that Johnson thinks it was, and further inquiry is needed.

**Recorded Voice:** If you chose B (There is still not enough information to decide whether or not racial discrimination was involved) you have selected the best answer.

Although we now know that SP5 Johnson is black and SSG Miller is white, and we know that Miller and Johnson have totally different views of the incident that led to the low efficiency report rating, we still cannot say whether or not racial prejudice was a major factor. Because the two men are of different races, however, we cannot say that some kind of discrimination was not involved. We need further information.

#### Freeze-Frame Illustration

##### Recap of Module II, Part B

In the second part of Module II that you have just seen, information was added to what we learned in Part A. We now have SP5 Johnson's perception of the incident that led SSG Miller to give him a low rating on his EER. His description of what happened is obviously quite different from what SSG Miller assumed had happened. According to Johnson's description, he actually performed far above normal levels to overcome the problems caused by lack of the components needed to repair the equipment in question.

We also have seen that Johnson feels that racial prejudice and discrimination are involved. He feels that Miller's supposed "favoritism" toward Krouse and that his negative feelings toward "big city" people are part of a picture that includes prejudice against minorities. Therefore, he concludes that he got a low EER because he is black.

From a leadership perspective, we saw First Sergeant Mason's approach to handling Johnson's complaint. He did several things worth remembering. These include:

1. He avoided giving Johnson the feeling that he didn't want to hear Johnson's problems.
  - He let Johnson "blow off steam."
  - He let Johnson state the problem in his own words.
  - He treated the complaint with the seriousness it deserves.
  - He did not shy away from the problem when racial discrimination was mentioned, which a lot of leaders would have done.
2. He listened to Johnson's story without taking sides. If he had sided with Johnson without hearing Miller's story, it would have been just as bad as standing up for Miller for no other reason than that he's an NCO.
3. He questioned Johnson and rephrased Johnson's complaint until he stated the problem clearly, and in terms that Johnson agreed with. Only when the soldier and the leader agree on the definition of the problem can a solution be developed to solve the problem.
4. He made no promises except to say that he would look into the situation further.
5. He promised to get back to Johnson after further inquiry.

All of these are good leadership practices, and all are of *special* importance when dealing with a possible case of race discrimination. If you are presented with a situation like this, you must remember that:

1. Racial discrimination *is* serious business and cannot be treated lightly.
2. If you appear to be afraid to deal with a complaint of racial discrimination, you lose respect as a leader.
3. To side with a minority soldier in a complaint of race discrimination without having all the facts is as bad as brushing off the complaint as groundless without having all the facts.

4. It is important to get a clear picture, in specifics, of just what the complaint involves. In this case, several factors are involved, but there is still no hard evidence of racial discrimination.

Now let's go on to look at Part C of this module in which the First Sergeant talks with SSG Miller.

### Freeze-Frame Illustration

<p>Module II (Part C)</p>
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**Recorded Voice:** Part C illustrates another aspect of the situation concerning SP5 Johnson's EER. In this scenario, the first sergeant talks to SSG Miller about Johnson's accusations.

### Script for Audio-Visual Illustration

SSG Miller: *(Knocks and enters the first sergeant's office.)* "You wanted to see me, Top?"

1SGT Mason: "Yes, Miller; close the door and have a seat. There are some things I'd like to talk to you about. I had a visit recently from somebody in your section who said some things I'd like to check on with you. By the way, let me ask you, aren't you from Nebraska?"

SSG Miller: "Sure am, Top. The best little town in the world. When I retire I'm going back there and live on the family farm. I never should have left in the first place."

1SGT Mason: "How big a place is Butte?"

SSG Miller: "The town is only about 7 or 8 thousand people, but there might be another thousand or 15 hundred in the county. Why do you ask?"

1SGT Mason: "Frankly, I'm asking because there is some talk around the unit that you are showing some favoritism to SP5 Krouse in your section, and I understand that he's from your home town."

SSG Miller: "Wait a minute, Top! Krouse is from my town, but this business about favoritism is hogwash. It's true I went to high school with his older brother, and I do my best to see that he stays out of trouble. But he's

a darn good soldier and I've been in the Army long enough to recognize one when I see one. He works for what he gets, believe me. His family taught him to be honest and to work hard. That's more than I can say for a lot of these city kids who come into the Army to get away from the cops or to get a regular paycheck without having to put out much effort. They're the ones we could do without. We need more good soldiers like Krouse."

ISGT Mason: "I'll agree, I've never heard anything bad about Krouse. I've checked and everybody seems to like him and he hasn't been in trouble. He's never made the MP blotter, never had an Article 15, and he's been considered for Soldier of the Month. Of course, some of that has to do with your opinion of him. I'll take your word for now that he's an outstanding soldier. But there are some other things. Don't you think you might be being a little bit hard on city kids? After all, they're not all criminals and goldbricks. I've known plenty of good soldiers who came right off the city streets, and you probably have, too."

SSG Miller: "Sure, I've seen some. But the vast majority of them don't know what work is."

ISGT Mason: "How do you feel about black soldiers?"

SSG Miller: "Black, blue, purple, they're all the same to me. They're all O.D. green. But you and I both know that you have to supervise black soldiers, and Mexicans too, for that matter, just a little bit more closely than your average white soldier. They don't have any initiative. If you turn your back on them, they sit down and start to talk or drink coffee—maybe even smoke dope if they get the chance. But I'm not prejudiced, because they're black or Mexican. The only thing I'm prejudiced against is soldiers who don't do their job. Like I said, blue, purple or chartreuse, they're all the same to me."

ISGT Mason: "But you have some good black soldiers right there in your section, from what I can see. Guys like Greene and Pinckney and Johnson."

SSG Miller: "Yes, they're not as bad as most, but you still have to watch them. Greene is always looking for time off. Pinckney just keeps to himself and you never know what he's thinking. Johnson is usually pretty good, but he's an equipment repairman, you know, and his work isn't always that good. The Colonel came in one day with a piece of equipment we had in the shop not a week earlier. The old man said he needed it fixed fast to take to the field. Johnson fixed it, alright, but you never saw such a jerry-built contraption in your life. If I had been on duty the

day that went out—well, it wouldn't have gone out! It lasted while they were in the field, but not much longer. You can bet that, once I found out about it I was really mad. Fortunately, I found out about it just before Johnson's EER came across my desk. You better believe I zapped him for that."

ISGT Mason: "Does that kind of thing happen often with Johnson? Does he generally do poor work?"

SSG Miller: "I can't think of any other specific cases like that, but I know there must have been other times when he did the same thing and I didn't find out about it."

ISGT Mason: "Have you ever had to counsel him for poor performance?"

SSG Miller: "Not really. You know how it is. Counseling is such a formal thing. I try to get the message across informally. Sometimes I even joke about it so nobody gets too uncomfortable."

ISGT Mason: "Did you talk to him about the incident with the Old Man?"

SSG Miller: "Not yet, but I will. Not that he'll listen to what I have to say. He always has something to say to try to contradict what I say, so I usually don't bother. He just doesn't see things the same way I do."



### Freeze-Frame Illustration

#### Question 1

After hearing SSG Miller's side of the story, how big a part do you think racial prejudice played in Miller's treatment of SP5 Johnson.

- A. There is enough evidence to conclude that Miller *definitely did* treat Johnson differently than he would have treated a white soldier under the same conditions.
- B. There is enough evidence to conclude that Miller *definitely did not* treat Johnson any differently than he would have treated a white soldier under the same conditions.
- C. There is enough evidence to lead to the conclusion that Miller *probably was harder on Johnson* than he would have been on a white soldier under the same circumstances.

**Recorded Voice:** If you chose A (There is enough evidence to conclude that Miller definitely did treat Johnson differently than he would have treated a white soldier under the same circumstances) this is not the best answer.

There is plenty of evidence in the three parts of this module to show that SSG Miller made a lot of mistakes in the way he handled this situation. He acted on the basis of assumptions, without getting all the facts. He gave a low EER on the basis of one incident, and without counseling the rated soldier. He admits that his counseling and evaluation methods are somewhat slipshod.

SSG Miller has also said some negative things about minority group soldiers, even though he says he has nothing in particular against them.

Still, we cannot definitely conclude from what we know that SSG Miller treated Johnson any differently than he would have treated a white soldier under the same circumstances.

Recorded Voice: If you chose B (There is enough evidence to conclude that Miller definitely did not treat Johnson any differently than he would have treated a white soldier under the same circumstances), this is not the best answer.

It is clear that SSG Miller did make some errors in handling this situation from a leadership perspective. He does deny, however, that he has anything against black soldiers, even though he says negative things about them.

It is possible, given this background, that SSG Miller did treat SP5 Johnson differently than he would have treated a white soldier in the same situation. There is no clear-cut definitive evidence that Miller did not discriminate against Johnson.

Recorded Voice: If you chose C (There is enough evidence to lead to the conclusion that Miller probably was harder on Johnson than he would have been on a white soldier under the same circumstances), you have chosen the best answer to this question.

Even though SSG Miller says that skin color makes no difference to him, he goes on to say that "... you have to supervise black soldiers more closely than your average white soldier. They don't have any initiative." This, and other statements he makes are overgeneralizations, equivalent to saying, "All blacks are lazy." This is stereotyped thinking in which all soldiers who are black are viewed negatively.

SSG Miller does have prejudices. He might not even recognize them as prejudices. He may honestly believe that he is being fair and objective when he makes negative comments about minorities. Because Miller does have prejudices, it is likely, although still not absolutely certain, that he treated Johnson worse than he would have treated a white soldier in the same situation.

### Freeze-Frame Illustration

#### Question II

Which of the following things would it be best for the First Sergeant to do next?

- A. Counsel SSG Miller about his treatment of Johnson.
- B. Encourage Johnson to file a formal complaint of race discrimination against Miller with the IG.
- C. Drop the whole matter, but tell Johnson to be sure to report any other incidents he thinks are based on Miller's racial prejudice.

**Recorded Voice:** If you chose B (Encourage Johnson to file a formal complaint of race discrimination against Miller with the IG), this is an acceptable answer, but not the best choice.

In this instance, there does not seem to be enough evidence to require that an investigation be conducted into charges of racial discrimination. However, First Sergeant Mason might not want to take responsibility for that decision upon himself. In that case, he might refer Johnson to the IG for an informal conversation about what a formal charge would involve. After that, Johnson can decide for himself.

**Recorded Voice:** If you chose C (Drop the whole matter, but tell Johnson to be sure to report any other incidents he thinks are based on Miller's racial prejudice), you have not picked the best answer.

It would be a mistake for First Sergeant Miller to let the matter drop without conducting a counseling session with SSG Miller. Mason owes it to Johnson and other members of the unit to advise Miller of what he did that was wrong, from both a general leadership point of view and an equal opportunity point of view. He also owes it to Miller to give him guidance as to how to improve his performance as an NCO.

Mason should definitely advise Johnson to report other incidents of a possible discriminatory nature, but should not let the matter drop.

Recorded Voice: If you chose A (Counsel SSG Miller about his treatment of Johnson), this is the best answer.

Whatever else First Sergeant Mason does, he should definitely counsel SSG Miller concerning his handling of the situation with SP5 Johnson. The topics that should be covered in a counseling session include general leadership principles such as getting the facts before acting on assumptions, counseling before giving a low efficiency report rating, and racial aspects of dealing with soldiers under his supervision.

Concerning this last item, there are a number of things to keep in mind. A list of considerations for counseling on performance in equal opportunity follows:

1. Not all discrimination is intentional. In some cases, prejudice and discrimination result from incorrect beliefs or bad experiences. Usually, they are a result of misinformation. Mason must point out to Miller exactly what he thinks was wrong in the way Miller acted.
2. Mason must make it clear to Miller exactly what is expected of him in the future. It does little good to tell someone they must change without telling them how. This is true especially if they aren't clear on what they did wrong to begin with.
3. Mason must expect some resistance from Miller. Miller probably doesn't realize the racial implications of what he has done and will not want to be criticized for something he doesn't think was wrong.
4. A low-key approach is called for. Threats of what could happen, calling Miller a racist, even using the term "discrimination" might be too strong. But a slow, systematic repeat of what Miller said and did that was wrong, coupled with suggestions as to how to change, would be in order.
5. More progress might be made by emphasizing the perceptions and reactions of other people to Miller's words and actions than by criticizing the actions themselves. Rather than Mason saying, "You let your racial prejudice guide your actions when you treated Johnson the way you did," it might be better to say something like, "When you tell me that black and Hispanic soldiers are all lazy and have no initiative, I have no choice but to think you are prejudiced against them. Knowing that you feel that way, Johnson felt justified in suspecting that you discriminated against him and in asking me to check it out."

### Freeze-Frame Illustration

#### Recap of Important Points in

#### Module II (Part C)

**Recorded Voice:** In Part C of this module you saw a conversation between SSG Miller and First Sergeant Mason in which Mason attempts to find out whether or not Miller's treatment of SP5 Johnson was unfair and arbitrary, and if so, if it was racially motivated. Here are some things you should remember about this situation.

### Freeze-Frame Illustration

1. First Sergeant Mason makes no assumptions about Miller's guilt or innocence.
2. Mason works into the conversation without making accusations or using loaded words like "racism" or "discrimination."
3. Mason asks specific questions about Johnson's performance, and general questions about Miller's attitudes toward blacks, avoiding any direct relationship between the two. Later he can judge the extent to which negative racial attitudes affected Miller's judgment.

**Recorded Voice:** In Part C we have seen First Sergeant Mason question SSG Miller about a number of things relevant to the accusations of racial discrimination brought by SP5 Johnson. He does so without ever making any assumptions about whether or not racial prejudice on the part of Miller contributed to his treatment of Johnson.

The First Sergeant has established two things, however. He has established that Miller does have some negative feelings about minority soldiers; and he has established that Miller handled Johnson's performance evaluation poorly. He must now draw his own conclusions as to the extent to which the negative attitudes caused Miller to treat Johnson worse than he would have treated a white soldier in the same situation.

As is true of many personnel decisions made by Army supervisors, leaders and managers, there is no obvious right or wrong answer here. The First Sergeant must make a tough decision. If there were stronger evidence that Miller made it a routine practice to discriminate against blacks, the decision would be easier. If there were strong evidence that Miller's treatment of Johnson was fair, regardless of skin color, that would help in making the decision.

But in this particular case there may not be enough solid evidence to warrant an IG inspection, even though all of the indications are that Miller does contribute to what we call "institutional discrimination" without even realizing he is doing so.

In this case, then, it appears that the First Sergeant's best bet is to have a formal counseling session with Miller which has the following characteristics:

#### Freeze-Frame Illustration

- It deals with the Johnson incident specifically.
- It addresses Miller's performance in that specific situation.
- It addresses the role of Miller's racial attitudes, and how they may be affecting his judgment.
- It addresses Mason's expectations for improvement on Miller's part, with a time set for re-evaluation.
- It states a specific consequence, in the form of a marginal efficiency report, if Miller's performance does not improve.
- It is documented for the record.

**Recorded Voice:** Finally, First Sergeant Mason must inform SP5 Johnson about Mason's plan of action, and about Johnson's right to pursue the matter further if he is not satisfied with Mason's plan. This will close the loop for Mason on this incident, even if Johnson is not satisfied and decides to take it further up the chain of command or to go directly to the IG.

This is the end of Module II.

**Freeze-Frame Illustration**

**Module III**  
**EO Program Administration**

**Recorded Voice:** This module contains a number of illustrations based on the subject of EO program administration. There is a specific focus on EO training and its implication for unit performance. There are four parts in this module. The first two are concerned with racial climate, the third with leader attitudes and the fourth with the quality of EO/RR training. Each of these are considered important elements in the process of administering and EO program. Pay close attention to the situations that are acted out in each part of the tape. These situations take place in a hypothetical MP unit. Throughout the module there are summaries of situations that have just been viewed on the screen. At the end of all the scenarios, there is a recap of important points that have been raised throughout the module. (Slight pause.)

**Freeze-Frame Illustration**

**Module III**  
**(Part A)**

**Recorded Voice:** A black MP in the 516th MP Company has just returned to his barracks from pulling gate duty. He gets into a conversation with another black MP.

### Script for Audio-Visual Illustration

SP4 Perkins: "What is happening, Al? Anything exciting happen at the gate today?"  
(James)

SP4 Morris: "Nothing much, really. A couple of people took the wrong exit from the  
(Alden) interstate."

SP4 Perkins: "How do you like gate duty? I've never been assigned out there yet."

SP4 Morris: "It's okay, but I'd rather not be out there."

SP4 Perkins: "I always thought it would be hip to see all the people who come on post."

SP4 Morris: "Naw, it's really boring, man. We get all the nothing assignments anyway."

SP4 Perkins: "Yeah, I know what you mean. I've been on guard duty quite a bit in recent months, its really bad, you know. Why don't we go to our platoon sergeant and ask why we get these kind of assignments?"

SP4 Morris: "You know why we get these assignments. It's 'cause we're black. He gonna say that he goes by the book in making assignments."

SP4 Perkins: "Yeah, but if we could get some people behind us, maybe he would get squared away."

SP4 Morris: "There is not enough of us in the company to make a difference. And you know the white boy is not going to stand up for us."

SP4 Perkins: "That's another thing. You know, I've been on patrol in a cruiser with another brother and whitey always gives us a hard time. You catch 'em drinking somewhere on post and it's hard to do anything really, because there are more of them than there are of you. And they wonder why we always stick together."

SP4 Morris: "Not only regular soldiers, but there are lots of MPs who feel if you're white, it's alright; if you're black, get back."

SP4 Perkins: "Dig it. It's hard to deal with that and still enforce the law. Why don't we just rap with our platoon sergeant and see what he says."

SP4 Morris: "If the CO doesn't care how we're treated, how do you figure Sarge will react?"



- SP4 Perkins: "You know, I hardly ever see the CO, maybe he doesn't know what's happening."
- SP4 Morris: "I figure he doesn't *care* what's happening. He shipped some brothers out several months ago. Said they were affecting morale. Really they were complaining about the same hassle we are talking about now. He just didn't care enough to do anything about it."
- SP4 Perkins: "Maybe we oughta apply for a transfer so we can get away from this scene."
- SP4 Morris: "If we give the *real* reason for the transfer, that'll just make things worse."
- SP4 Perkins: "Well, we need to do something, I'm tired of being hassled. Why can't we get to ride in the cruiser or get a soft-job pulling security at headquarters like the white boys?"
- SP4 Morris: "I tell you what, something had better happen quick or there'll be trouble around here. Some of the other brothers are really getting uptight about the stuff that's going on around here."

#### Freeze-Frame Illustration

##### Module III

##### (Part B)

**Recorded Voice:** Two white MPs in the 516th MP Company are pulling night guard duty on the green line. A conversation starts concerning work assignments.

#### Script for Audio-Visual Illustration

- SP4 Jordan: "I'll be glad when it's time to rotate off night guard duty."  
(James)
- SP4 Coleman: "Yeah, but you know how it is. We'll be right back on before you know it."  
(Ronald)
- SP4 Jordan: "It's just so boring out here. You know what I mean?"

SP4 Coleman: "Plus it gets cold late at night."

SP4 Jordan: "And you're right about always being on guard duty. I'd almost rather have a desk job than pull this assignment. This is not my idea of police work."

SP4 Coleman: "Yeah, there are other people in this company who don't pull as much guard duty as we do."

SP4 Jordan: "The platoon sergeant is a real creep. I wonder who taught him how to give out assignments. And the Ol' Man isn't much better. He just stays in the orderly room and we never hardly see him."

SP4 Coleman: "You know what it is don't you? It's that affirmative action business. The assignments are given out to benefit the black guys because they are always complaining about getting a raw deal. But that means that we get a raw deal just to please them. If the assignments were done fairly, then we wouldn't be on guard duty so much."

SP4 Jordan: "The CO claims to treat all soldiers fairly. But you know how those lifers are. They try to make things look good so they can make rank. You can't show favoritism like that. I don't even think he cares about what happens to us."

SP4 Coleman: "I'd like to have more time in the cruiser. And it's not just to ride either. There are a lot of areas where we leave the cruiser and go on foot patrol. It's just that there's more action out there, you know?"

SP4 Jordan: "And that's another thing. These black guys get assignments like that where you really have to be on your toes. They are just not qualified to handle that kind of responsibility. Plus they don't communicate well with other people."

SP4 Coleman: "Yeah, I've been hassled over at the gym by black guys who don't say anything, they just come in and take over. Act like they own the place. I don't see why they even want to be MPs."

SP4 Jordan: "I don't know either. But we need to get this thing squared away about these assignments. Maybe if we go to see the Provost Marshal. He seems to be pretty squared away. I'll bet he doesn't know about how the black guys are getting over. Not just with assignments but I'll bet they make rank too. I've been on the list for two months and I still haven't made rank. I mean, how do you explain that? And we are not the only ones who notice it either."

SP4 Coleman: "Yeah, I was talking with some guys at the PX the other day. They were talking about the same thing. One guy hadn't rotated assignments for two months. He's been pulling security at headquarters. Now what the hell you figure they need with security at headquarters? Butch told me he was denied leave last week and some black guy got to go for two weeks. They claimed it was an emergency. But Butch knows the guy was just getting over."

SP4 Jordan: "Something has to happen soon. I mean, I'm tired of getting stepped on. I deserve a fair shake just like the next guy. If I don't make rank this month . . . . And with the things that have been happening to the other guys . . . maybe we ought to just get together and . . . and do *something*."

**Recorded Voice:** The situations you have just viewed on film focused on the racial climate in this unit as perceived from two different perspectives. The feelings illustrated in these scenes are representative of the feelings of most black and white soldiers in the 516th MP Company. The following important points should be remembered about *each* of the scenes.

#### Freeze-Frame Illustration

##### Part A

- Most of the black soldiers in the 516th MP Company feel that there is discrimination in work assignments based on skin color alone.
- Most of the black soldiers in this company have a negative opinion of their commander.
- Most of the black soldiers in this company feel that they have to "stick together" to protect their interest.
- Based on their opinion of the company commander, most blacks in the company also have negative feelings toward their platoon sergeant.
- Underlying tensions among blacks in this company could develop into physical violence.

### Freeze-Frame Illustration

#### Part B

- Most of the white soldiers in the 516th MP Company feel that they are being discriminated against just to please blacks in the unit.
- Most of the white soldiers in this company have a negative opinion of their commander.
- Most of the white soldiers in this company feel that the black MPs are not qualified to do their job.
- Most of the white soldiers in this company feel that their career aspirations are being cut short by what they perceive as reverse discrimination.
- White soldiers in this company participate in "rumor networks" which tends to increase negative feelings.
- Underlying tensions among whites in this company could develop into physical violence.

**Recorded Voice:** There is evidence of a negative racial climate in this unit. Blacks and whites are significantly different in their perceptions of their work environment and the Army leaders who are in charge of that environment. Although there appears to be an absence of overt interracial violence, race-related tensions persist. These tensions are fueled from two sources: (1) the frustration and bitterness of minorities; and (2) the anger of whites who perceive they are being victimized by "reverse discrimination." It appears that a sort of interracial détente exists in this company beneath which flows an undercurrent of suppressed interracial tension.

## Freeze-Frame Illustration

### Module III

#### (Part C)

**Recorded Voice:** Part C of this module illustrates another scenario which takes place in the 516th MP Company. In this scene the company commander talks to his first sergeant about the level of performance in the unit.

## Script for Audio-Visual Illustration

CPT Anderson: *(As he enters his office)* "Top, I need to talk to you this morning. How about now?"

1st SGT Stevenson: "Be right there, Sir."

CPT Anderson: *(As Top enters the office)* "I want to take time this morning to go over the overall performance of the unit. There are some things that I'm concerned about. The Provost Marshal has noticed a number of cars exceeding the posted speed limits. We are supposed to be cracking down on that sort of thing."

1st SGT Stevenson: "Actually, sir, there *has* been a slight increase in the number of cited violations. Most of those on patrol seem to be doing their job. Although I've noticed a few speeding cars myself."

CPT Anderson: "Obviously the men are not doing their jobs well enough. They must pay more attention to what's going on around them. There are also reports of illegal cars on post. I know that we can't be everywhere at once, but we've got to get this thing squared away."

1st SGT Stevenson: "I think, sir, that there are some bad vibes among the men in the company. I mean some of them don't like the way the assignments are given out. This could affect the way they're doing their jobs."

CPT Anderson: "A good policeman just does his job. If a car is speeding, the driver gets cited; if a car doesn't belong on post, it gets cited or towed. That's all there is to it. These soldiers are always going to complain about something."

1st SGT Stevenson: "Well, sir, some of the problem has to do with the different races. Blacks think they are being discriminated against and whites think they are being discriminated against to please the blacks. It just goes round and round."

CPT Anderson: "The men in this company know we have equal opportunity. I don't think race has anything to do with it. Look at this. We've had a 30 percent increase in burglaries over the past month. What we really need is a better quality soldier of any race. Soldiers who are motivated enough to identify conditions for these crimes *before* they happen. They definitely need to increase the quality of their surveillance. We can't stop all the burglaries, but we can't put up with a 30 percent increase either. It makes it look like we are not doing our job."

1st SGT Stevenson: "There have also been complaints of discrimination by soldiers who have been confronted by MPs. I'm not sure how much that has to do with the bad vibes that I talked about earlier. As you remember, the complaints involved white MPs and black soldiers as well as the other way around. I think there are also racial tensions *within* the unit."

CPT Anderson: "They are taught about that race relations stuff in MP school. It is a good course. When they come out to the field, they have to be ready to deal with all kinds of situations. We are not doing any babysitting, you know."

1st SGT Stevenson: "Sometimes the background of these soldiers does not prepare them to deal with all kinds of situations. Some of these guys have never had dealings with members of another race. A lot of the tension comes from more than just one person discriminating against another. Some of the blacks feel that the whole *system* works against them."

CPT Anderson: "But that's why we have the EO program. People have to realize that the Army is in favor of equal opportunity. And again, all the men know I don't hassle people. The assignments are done fairly, according to our needs. And there is a definite concern for affirmative action."

1st SGT Stevenson: "Some of the white soldiers think that affirmative action means discrimination against whites. I hate to keep giving 'hearsay' information, sir, but these are the things that are on the grapevine."

CPT Anderson: "We've got to get these men squared away. I'll tell you what we'll do. See what you think about it. We'll have some senior NCOs give refresher courses on basic techniques. Maybe a review of the handbook in, say, three or four sessions over the next month. We'll spread it out so we can accommodate the shift work. Getting straight on exactly what their job is should take care of these other problems also."

1st SGT Stevenson: "If I might make a suggestion, sir. I think we need an EO/RR seminar once each month instead of the refresher course. We have some people in the unit who have attended a discussion leader course in EO."

CPT Anderson: "But that's going to take up more time. We already have scheduling problems with this other course I just talked about."

1st SGT Stevenson: "But I think it's important, sir. If we can take care of some of these racial tensions, we might see a higher level of performance from the troops. At least they would see some more emphasis being placed on EO/RR. This would benefit everybody, not just blacks."

CPT Anderson: "Well, I suppose we'll try one seminar this month and see how it works out. Who is this person with the EO training in the unit?"

1st SGT Stevenson: "It is SGT Suttles, sir."

CPT Anderson: "Okay, get him to do a seminar. I'll say some opening words and then he'll take over. He'll select the topics and so forth. And set up four sessions to review the handbook. That's important. The seminar will be held during off-duty hours. We'll set up the other sessions during duty hours according to the schedule."

1st SGT Stevenson: "I'll take care of it, sir."

**Recorded Voice:** The situation you have just viewed on film illustrated a conversation between the commander and first sergeant of a hypothetical MP company. The following important points should be remembered about this scenario.

### Freeze-Frame Illustration

#### Part C

- A good leader has accurate perceptions about the men in his command. He is fully aware of the range of attitudes and feelings.
- Army leaders need to go beyond technical qualifications to underlying factors that may explain inadequate performance levels.
- It is possibly a "cop-out" or avoidance of the real issues when a leader keeps insisting that he does not discriminate.
- The race relations topics discussed at MP schools is but one component of the Army's EO/RR training program. Regularly scheduled unit training is essential for a continuous application of EO/RR principles and practices.
- AR 600-21 states that unit commanders are responsible for the *conduct* of unit training in their command. In view of potential EO/RR problems, it is the commander himself who should conduct the training *or* he should ensure that a highly qualified instructor is available.
- Army leaders *must* be aware of how a lack of EO/RR unit training can negatively affect unit morale, motivation, attitudes and performance.

### Freeze-Frame Illustration

#### Module III

#### (Part D)

**Recorded Voice:** Part D of this module illustrates an EO/RR seminar which takes place in the 516th MP Company. First Sergeant Stevenson has set up the seminar for 1800 hours on Friday evening. SGT Suttles is the instructor. CPT Anderson gives a few opening remarks and turns the session over to the instructor.



### Script for Audio-Visual Illustration

- CPT Anderson: "At ease men. The first sergeant thought it would be a good idea to have EO/RR seminars once per month, so we're going to try it and see how it works. Now all you men know I'm for EO. I don't like to hassle people at all. We are going to have these seminars so you get a better idea of what the policy is around here, and in the Army in general. There'll be a discussion also, so you'll have a chance to talk these things out. Now, Sergeant Suttles here has had some EO/RR training, so he can do the job. I've got a meeting with the General but I want you all to carry on as if I was here, SGT Suttles. (*Gives the podium to SGT Suttles.*)
- SGT Suttles: "Okay. Today's session will have a short lecture, a film and a discussion period. The discussion period will allow you to respond to what has been said and seen before. You need to pay attention to these things so we can have a good discussion. (*One of the soldiers raises his hand for a question.*) Yes, Watkins."
- PFC Watkins: "How long is this going to take?"
- SGT Suttles: "The lecture and film cover about 45 minutes. Then another 45 minutes for discussion (*there are muffled groans throughout the group*). Now concerning Army EO policy. It is well established that the Army is firmly opposed to arbitrary discrimination based on skin color. Each troop should be allowed to reach his full potential for becoming a professional soldier. In addition to the training at Army schools, there is also this unit training which is a response to the Army's policy on race relations. This policy is intended to 'trickle down' the chain and is to be reflected in the policy of local commanders. In addition. . . (*one of the soldiers raises his hand*). Yes, Jones."
- PFC Jones: "Look, Sarge, everybody knows that the Army just pays lip service to this EO stuff. In the end, people still get the shaft."
- PFC Watkins: "Yeah, well don't say people. Say *black* people still get the shaft. There is all this talk about affirmative action but I ain't seen none of it."
- SGT Suttles: "Okay, just a minute now. I think if we get through this lecture and film to the discussion we'll have enough facts for a *good* discussion. We really need to know what this EO/RR thing is all about."
- PFC Smith: "I already know what this EO/RR thing is all about. The black guys always complain about getting the shaft, so the Army tries to please them and then *we* get the shaft. I deserve a fair shake just like the other guy."

PFC Watkins: "C'mon Smith, you know that's not right. Just look at assignments. We hardly ever get rotated off dumb stuff like pulling guard duty. And all of the other dumb assignments . . . we always get those, too."

PFC Smith: "Man, are you kidding. I've been on guard for three months without being rotated. Don't tell me about the rotten jobs around here."

PFC Jones: "Yeah, but even when you are rotated you'll get a better assignment and not some more of it."

SGT Suttles: "Look guys, there are other ways of complaining about assignments. There are the official channels you know. We really need to move on and cover this material so we get a better understanding."

PFC Swartz: "We need more than this material to get a better understanding. I mean black people don't like white people, white people don't like black people. That's the basic problem."

PFC Williams: "Wait a minute, it's not just a problem of like and dislike. I mean, nobody wants to be hassled just because somebody else *thinks* they are being hassled."

PFC Watkins: "*Think* they're being hassled? Man, are you crazy? I should have been on the promotion list three months ago. But I'm not. You know why? Because some dumb NCO thinks I'm not doing my job good enough. How does he know if I'm doing my job when all I ever do is sit out in a dark bunker all the time. I'm here to do police work, not pull guard duty all the time."

SGT Suttles: "At ease men! We are not here to argue with each other. Now, this film we're about to see has good examples of the kinds of things you are talking about. Pay close attention to the situations you see acted out here. After the film, we'll have a discussion of the important points. Remember that—*discussion* not *argument*."

**Recorded Voice:** This was not the case, however. After viewing the film, the soldiers continued to complain about EO conditions in the unit and the seminar degenerated into a real "bitch session." Since it seemed nothing was being accomplished, SGT Suttles decided to dismiss the seminar.

**Recorded Voice:** The situation you viewed on film illustrated an EO/RR seminar which took place in a hypothetical MP Company. The seminar was not conducted in a proper manner. The following important points should be remembered about this scenario.

#### **Freeze-Frame Illustration**

##### **Part D**

- Unit commanders should be present at EO/RR seminars in their unit. If they are not instructors, they should participate in the seminar in such a way as to illustrate command support for an EO program.
- An instructor chosen by a unit commander should be a school trained EO staff person. Trained personnel are adequately prepared to facilitate group training sessions.
- EO/RR training should be scheduled during normal duty hours. Any other scheduling time is an indication of a low priority being placed on EO/RR training.
- Company chain of command personnel should make every effort to ensure that the unit's EO policy is clearly understood by the men in their command. The soldiers must be made aware of formal complaint procedures so that EO/RR seminars do not degenerate into "bitch sessions."

## Freeze-Frame Illustration

### Recap of Important Points in Module III

**Recorded Voice:** This module contained a number of illustrations based on the subject of EO program administration. The basic objective of this module was to relate the characteristics of a unit training program to unit performance. Unit performance was illustrated with examples of racial climate and leadership attitude/perceptions in a hypothetical MP unit. The scenes acted out here could, of course, take place in any type unit. Overall policy as put forth by the Department of Defense and the Department of the Army is interpreted and supplemented at each level of the organization. The company-level chain of command translates procedural requirements into specific programs. These personnel have the responsibility to properly implement EO training programs at the unit level and be aware of the impact the training is having. One indicator of the impact of training is the racial climate, i.e., the attitudes and perceptions of racial groups toward each other and toward the work environment in the unit. Parts A and B of this module illustrated feelings which were representative of the different racial groups in this hypothetical company. It was shown that blacks and whites differed significantly in their perceptions of unit activities. Part B then illustrated a company commander who (1) had inaccurate perceptions about the EO/RR conditions in his unit, and (2) placed a low priority on EO/RR unit training. This low priority was reflected in the low quality seminar that the commander reluctantly agreed to schedule. As a part of the company chain of command, it is your responsibility to identify these negative influences which adversely affect EO program administration. The following items constitute a preliminary "checklist" which should be used as a guide in "coverage" of the relevant aspects of EO which should be developed as part of your day-to-day activities.

### Freeze-Frame Illustration

- Underlying tensions between blacks and whites in a unit could develop into physical violence.
- Company chain of command personnel need to be convinced that unit EO training *does* contribute to unit readiness and performance.
- Company chain of command personnel must have accurate perceptions about the men in their command. They should be fully aware of the range of attitudes and feelings among the men.
- School trained personnel need to be better integrated into the unit training system.
- Company chain of command personnel need to be convinced that failure to meet their EO responsibilities can negatively affect unit morale, motivation, attitudes and performance.
- Company chain of command personnel need to be present at EO/RR seminars in their unit. They should participate in the seminar in such a way as to illustrate command support for the unit EO program.
- Company chain of command personnel need to make every effort to ensure that the unit's EO policy is clearly understood by the men in their command.

**Recorded Voice:** This concludes this portion of the Equal Opportunity Leadership Training Program for Company-Level Chain-of-Command Personnel.

## SECTION II. GROUP-ORIENTED INSTRUCTION

## Preface to Section II

Section II of the POI, group-oriented instruction, provides participants with an opportunity to analyze their own job-related responsibilities to discover for themselves when and how equal opportunity considerations must be taken into account. This section includes coverage of definitions of a number of EO-related terms and concepts, the analysis of institutional discrimination as it results from leader behavior, and the role of the NCO or officer in developing and implementing policy concerning personal discrimination in the unit.

This section allows each leader to look at his or her own job assignment and leadership or supervisory behaviors, and determine the role played by EO in those assignments and behaviors.

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## Background Information for the Facilitator

Every day every Army leader, supervisor and manager makes decisions which affect the members of his or her unit. These decisions range from deciding who will get a particularly undesirable detail or duty assignment, to deciding whether or not a particular soldier will get an hour off to attend to some personal business, to deciding whether or not to start an Article 15 proceeding, to serving on a selection board or panel to decide which of several candidates will get an award. These decisions can be classified into three general categories: routine personnel maintenance decisions; career-enhancing decisions; and negative personnel actions. If these decisions are made poorly or unfairly, the result is a unit with poor morale, low motivation and overall poor individual and group performance. If one particular group more than another is treated unfairly or if the members of that group think they are being treated unfairly on a systematic basis, an equal opportunity problem is present.

The concepts of personal and institutional discrimination are important to understand because this is a large part of a difference in perceptions. Whites most often define racism in *personal* terms, that is, what one person says or does, the effect of which is to degrade, demean, insult or physically harm another person for no reason other than a difference in skin color. Blacks, especially, and other minorities as well, are certainly aware of such personally racist behavior, and have often had to live with it. But they are much more aware than most whites are of *institutional* discrimination. A definition of institutional racial discrimination is that it is:

A difference in what happens to people in an organization--  
a difference which is:

- (1) correlated with skin color;
- (2) results from the normal functioning of the organization;
- (3) operates to the consistent disadvantage of persons of a particular skin color.

Minorities see the end result and call it racism. Whites, if they are aware of those results at all--most are not--say, "It's unfortunate, but things *are* changing. Besides, *it's not my fault!* Don't blame me for things I can't control!"



Whose fault is it? By definition, institutional discrimination is not measured in terms of individual decisions made by specific people. It is measured in terms of a *trend, over time*, in the *direction* taken by *all the people who participate* in decisions of that class. "Nobody" is to blame, yet the end result is institutional discrimination; in effect, then, "everybody" is to blame.

How can the cycle be stopped? First, there must be a search for official policies whose obvious intent is to discriminate. The Civil Rights Act of 1964 and similar legislation has been successful in bringing about the end of such things as separate drinking fountains for the races, separate entrances, seating "in the back of the bus only," and the other things we associate with the racism of the past. The Army has made a deliberate attempt to "clean its own house" in this way as well, and has been very successful.

A second step is to find policies and procedures which, though they are not intended to produce discriminatory effects, have the long-term effect of discrimination. For example, the establishment of a minimum height for service as a law enforcement officer was intended to see to it that the cops were usually as big as or bigger than the robbers. An unintended effect of that same policy as implemented in the past, however, has been that certain ethnic groups, especially Latinos and Asians, were less likely to be eligible for police work because of their lower average height, as a group. This is unintended institutional discrimination. Here again, the Army especially, and other major institutions, have reviewed their policies and practices to search out areas of inequity like this. When unintended discrimination has been found to result from a policy, that policy has been reviewed to determine whether the criteria (e.g., height) which result in discrimination are really relevant to the decision. If the criteria are *not* relevant, they are eliminated or modified. If they *are* relevant, they remain in place.

Even after intentionally and unintentionally discriminatory policies and procedures have been removed, however, institutional discrimination often persists. This leads us to consider a third factor, the human factor. We said earlier that institutional discrimination is not measured by individual acts, but by long-term results which are the accumulation of individual decisions. In order to break the cycle, we must go back to the level of the individual decision. If each decision is made in a non-discriminatory way, the overall trend and result will be non-discriminatory.

Once again, let us distinguish between intentional and unintentional discrimination. There may still be people in America, some in leadership positions, who will admit to being racists. Some of them may even be proud of that fact. Fortunately, these people do not represent Army leaders. But any intentional discrimination that occurs in the Army is subject to disciplinary action under Army regulations. The more difficult part of the problem has to do with decisions being made every day by people who would never dream that they could be considered racists, but who make their decisions in such a way as to contribute to institutional discrimination. They practice arbitrary discrimination without knowing it.

How does this happen? What factors are involved in decisions that leaders make that result in discrimination where none is intended? Much of it has to do with prejudices and biases which all of us have without realizing what they are or what effects they have on our behavior. Most of the white people in America, even the very young, have grown up with little interracial contact. Even fewer have had close interracial friendships. Oftentimes what whites "know" about minorities amounts to little more than stereotypes and the prejudices of our parents and friends. To some extent, the same applies to minorities' knowledge of whites.

The Army represents a place where all races come together and interact in ways that are new to most of us. Yet very few of us really reach a point where we are as comfortable with people of another race as we are with people of our own race. It is certainly possible for close cross-racial friendships to be formed, but they are not the norm. Some of our interracial interactions can still be characterized by stereotypes and prejudices, even though most of us deny it and honestly believe it is not true.

What does this have to do with leadership decisions? The simple truth is that the more we perceive a person as being similar to ourselves, the more likely we are to treat them as we want to be treated. The less they are like us—different skin color, different language patterns, different cultural background—the more we will rely on what we "know" or assume to be true about people who have that characteristic. This works out to the satisfaction of most people in choosing friends. We wind up with friends who are like ourselves in many ways. But when it comes to making on-the-job leadership decisions, large or small, it can lead very easily to unintended institutional discrimination.

The white NCO whose only experience with blacks before the Army was with those who were garbage collectors and domestics may unconsciously select a black soldier any time he needs somebody for an "ash and trash" detail.

The white NCO whose only experience with Chicanos was with the "dummies" in his high school class (who may have been "dummies" only because they were Spanish speakers in an English-speaking system) may think it a waste of time to send a Chicano to a special course for training that would help his career, or to recommend a Chicano for NCO school.

Such things can happen in the Army, but they are so subtle and so much an accepted part of life that they are seldom noticed as they happen. They are only noticed when there is a formal complaint or when a check of statistics reveals the presence of a trend toward institutional discrimination.

Everything that has been said to this point has had to do with racial discrimination. There are many similarities between race and sex discrimination, but there are important differences as well. Women suffer from both personal and institutional discrimination, based largely on how we were brought up, and on stereotypes, prejudices, and culturally-conditioned beliefs about women. Women are "supposed to be" neat and clean, pretty, ladylike but with an underlying sexuality, good cooks, helpless around tools or machines, and willing to stay home to cook, clean and have kids. They are not "supposed to be" soldiers, mechanics, dirty or career-oriented. Based on these stereotypes and cultural beliefs, women in the Army can be discriminated against at the personal level by being called uncomplimentary or "cute" names, being patted, pinched and otherwise physically molested, or being criticized for being unfeminine, but not "masculine" enough to change a tire on a deuce-and-a-half.

In terms of institutional discrimination, women may not be given adequate consideration for training or promotion because "they're too emotional" or "they're not career-oriented" or "they'd be taking a promotion away from a guy with three kids," and so forth. They may work outside their MOSs because "that's not the kind of work for a woman to do" or because "the boss wants a good-looking chick outside his office."

The main difference between racial discrimination and sex discrimination may well be that it is unpopular to be a racist --few will admit to it--but it isn't considered all that bad to be a sexist. After all, "men are men and women are women." The most difficult EO-related task of all for a male Army leader may be to separate out the job-related or decision-related characteristics of women from the purely irrelevant sex-linked characteristics.

The two modules which form the core of this training package attempt to make company-level NCOs and officers aware of the ways in which personnel decisions get made, the potential impacts of poor decisions on individuals, groups, and the unit's overall performance, some common misunderstandings about EO, and some guidelines for ensuring that both personal and institutional discrimination are eliminated from all activities in the unit.

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## **Examples of Personnel Decisions in Which Company-Level Supervisors and Leaders Play a Role**

- **Career-Enhancing Decisions**
  - Promotion
  - School selection
  - Special training
  - Awards
  - Waivers
- **Punishment and Discipline**
  - Article 15 (company grade)
  - Court-martial
  - Extra duty
  - Bars to reenlistment
  - Expeditious Discharge Program
- **Routine Personnel Maintenance**
  - Housing
  - Duty assignment
  - Efficiency report (3 parts)
  - Counseling
  - Special duty
  - Leave
  - Supervision
- **EO Program Administration**
  - Policy development
  - Training program implementation
  - Affirmative action planning and implementation
  - Interpersonal behavior—implementation of policy

## **Outline for Group Training Component of Chain of Command EO Training**

- I. Group Composition:** All NCO and officer members of the unit, E-5 and above, having supervisory or leadership responsibilities.
- II. Instructor/Facilitator:** Unit commander and first sergeant, with assistance from internal resources, such as EO staff, as needed and available.
- III. Components:**
  - A. Overview (15 minutes)
  - B. Leadership decisionmaking—EO implications (40 minutes)
  - C. Job analysis—institutional discrimination (90 minutes)
  - D. Job analysis—personal discrimination (60 minutes)
  - E. Summary (20 minutes)
- IV. Objectives:**
  - A. To make members of the chain of command aware of the EO aspects of leadership.
  - B. To relate EO to specific job responsibilities.
  - C. To facilitate discussion of EO aspects of leadership.
  - D. To facilitate teamwork among chain of command members by stressing each person's role in decisionmaking and the interaction of those roles.
  - E. To stress the role of perceptions, on the part of the decisionmaker and the object of the decision, in personnel/leadership decisions.
  - F. To make participants aware of existing EO-relevant resources.

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## Group Training Component

### Module A. Overview

**Time:** 15 minutes

**Method:** Lecture

**Aids:** None

**Instructor:** Unit commander and/or first sergeant

**Objectives:** The student will:

1. understand the objectives of the day's training activities;
2. understand the difference between this EO training experience and others in the past;
3. understand the job-related nature of material to be covered;
4. understand his/her role as participant in the training; and
5. become motivated to participate actively in the training.

#### Part A.1. Administrative information

- a. Schedule
- b. Rules of order—structured tasks, not rap session
- c. Other, e.g., record of attendance, etc.

**Part A.2. Training objectives:** Instructor/facilitator will present and briefly discuss the objectives as stated on page 1 of this outline (IV A-E).

**Part A.3. Comparison with other EO training:** Instructor/facilitator will make the following comparisons:

- a. Not "awareness training" or "history lesson"
- b. Not a "rap session"
- c. Designed to assist supervisors/leaders to perform their jobs better, with fewer EO problems
- d. Not trying to change attitudes, but rather giving management tools (knowledge and behavioral guides) to work with
- e. Designed to develop teamwork within the chain of command

**Part A.4.** Job-relatedness of training: Instructor/facilitator will stress the following points:

- a. Much of our work involves making "people decisions."
- b. EO is an important and integral part of leadership.
- c. Attending to EO can make our jobs easier by prevention of problems and by providing possible answers to problems which arise.
- d. This training is designed to help us do our jobs better, individually and as a team.

**Part A.5.** Participant's role and responsibilities: Instructor/facilitator will stress the following points:

- a. You won't get anything out of this unless you put something into it.
- b. Speak out; your co-leaders can't relate or respond to your concerns if you don't let them know what they are.
- c. If we can't work as a team here, we certainly can't work as a team on the job.
- d. If you disagree with something that is said, make your disagreement known, but do it with respect for the other person.

**Part A.6.** Questions about the training session.

## **Module B. EO Implications of Leadership Decisions**

**Time:** 40 minutes

**Method:** Guided discussion

**Aids:** Easel, newsprint, pen/crayon; or blackboard and chalk

**Instructor:** Commander or first-sergeant

**Objectives:** The student will:

1. understand the relationship among equipment, personnel, leadership, organization and unit effectiveness;
2. understand the relationship between leader behavior and personnel readiness/effectiveness;
3. understand that a large proportion of leader time is devoted to personnel decisions as compared to technical (MOS) performance, and that this proportion increases with increasing responsibility; and
4. understand the EO implications of leader decisions, both intentional and unintentional, concerning both personal and institutional forms of discrimination.

### **Part B.1. Components of unit effectiveness:**

- a. The instructor will pose the following question to the students: What are all the things we need in this unit in order to perform our mission?
- b. Write answers on newsprint or blackboard as they are offered.
- c. When all volunteered answers are recorded, classify them under the following headings:
  - Equipment (hardware, maintenance, fuel, other tangibles)
  - Personnel (discipline, food, quarters, health, etc.)
  - Leadership (supervision, decisions, organization, etc.)
- d. Instructor/facilitator will stress the "three-legged stool" notion that you can't get by without having all three components; otherwise, the mission cannot be accomplished.

**Part B.2. Leader behavior and readiness:**

- a. Instructor will stress that the leader has influence on, and sometimes absolute control over, various aspects of members' job-related lives and personal lives as well; these include:
  - daily assignments
  - living arrangements (quarters and conditions)
  - promotions
  - awards
  - punishment/disciplinary actions ranging from extra duty to court-martial
  - selection for training
  - efficiency reports
  - other aspects of Army and unit life, positive and negative
- b. Instructor will stress that leader behavior has a great impact on personnel readiness, because leader behavior affects:
  - morale
  - discipline
  - absenteeism
  - personal motivation
  - intergroup relations
  - numerous other aspects of unit members' lives
- c. Instructor will draw the relationship between the factors mentioned in b (above), e.g., morale, discipline, on the one hand, and individual performance leading to unit effectiveness, on the other by asking the questions:
  - (1) What happens to the individual soldier's performance when he or she feels that the leaders in the unit are ineffective or unfair?

The phenomena which occur include the items mentioned above: low morale; poor discipline; unexplained or unauthorized absences; low motivation.
  - (2) What happens when a lot of individuals feel this way?

The result is an unhappy group that spends more time complaining and avoiding work than working. Unit effectiveness drops.
  - (3) What happens when a lot of individuals who feel this way have something in common like race or national origin, gender, or religion?

In addition to low unit effectiveness caused by poor individual performance, there may be some polarization, organized (or unorganized) protest (e.g., sit-down strikes on Navy ships), and informal complaining, possibly formal complaints. At best you have a poorly functioning unit; at worst a potentially explosive situation. In the late 60's and early 70's it was more explosive, but at least the problems surfaced and had to be faced. At the present time, there is less overt hostility, but there is often a lower-level, underlying dissatisfaction which results in poor performance that isn't easily explained, but is there and is detrimental to unit performance. Unfortunately, this can build up to explosive levels without much warning. It can happen without leadership being aware that it's happening and not understanding why it happens when it does.

**Part B.3. Leader decisionmaking behavior: What kinds of things cause unit members to become dissatisfied with leadership?**

- a. Instructor will describe two facets of leader behavior, technical and supervisory or managerial.
  - (1) Technical performance by the leader includes MOS-specific tasks performed *by the leader*. (Give examples of such performance from your own unit, e.g., MOS training, motor pool mechanic.)
  - (2) Supervisory or managerial performance includes any activity involving:
    - giving instructions
    - evaluating performance on a particular job
    - making technical decisions
    - making daily personnel decisions such as assignments
    - making career-enhancing decisions such as those concerning training, promotions, etc.
    - making negative personnel decisions
    - (add others)
- b. Emphasize that, as rank increases, more and more time is spent on supervisory/managerial activities than on technical activities. Ask for estimates from members of the group as to what proportion of their working time consists of technical activity. Have each write down rank and time estimate on a small piece of paper and tally the responses on the newsprint. The results should reflect the general notion that technical activity decreases as rank increases. If it does not, discuss why it does not.

#### **Part B.4. EO implications of leadership behavior**

- a. Instructor should reiterate that the focus of the training is on equal opportunity as part of leadership. This does not mean that EO is all there is to leadership, nor does it mean that "good leadership" is all there is to EO. It does mean that EO and leadership overlap to a much greater extent than most people realize. That is the purpose of this training.
- b. Instructor should reiterate the previous teaching points, i.e., that:
  - unit effectiveness is made up of equipment, people, and leadership;
  - leader behavior can have a great impact on the motivation, morale, discipline and overall performance of individuals and of the unit;
  - leader behavior may be technical or managerial/supervisory, with the proportion of time spent on management increasing with increasing rank; and
  - personnel decisions which are made by unit leaders have important impacts on the lives of unit members.
- c. Instructor will emphasize that every leadership decision, because it affects people, has EO implications, even if it apparently involves only one person, because:
  - that person may see himself or herself as a member of a group;
  - others may see him/her as a "representative" of a group;
  - each individual decision contributes to an overall pattern which may show evidence of discrimination in the long run; and
  - you may exercise some personal discretion in narrowing down to that one person, e.g., others may have been overlooked, or may not have been given the same assistance as this person.

#### **Examples:**

- "Captain Blank put me in confinement because I'm black, not because I did anything serious."
- "She got selected Soldier of the Month because she's a good looking woman, that's the only reason."
- "Why is it that the First Sergeant says he makes every decision without looking at skin color, but at the end of the quarter there are a lot more Hispanics who got pay reductions than there are Anglos?"
- "Sure, Jackson has all his tickets punched to get promoted, but if Top had spent as much time telling me how to get ahead of the game as he spent with Jackson, I'd be a general by this time!"

- e. *Discrimination*—Actual behavior that results in one person or group being treated differently from another for no good reason, that is, an *arbitrary* difference in treatment. In this discussion, we will be concerned only about arbitrary discrimination, meaning differences in treatment based on factors that are irrelevant to the leadership decision in question; these factors will vary from one decision to another but include skin color, national origin, sex, religion, etc. Differences in treatment which are *not* based on *arbitrary* factors, but which *are relevant to the decision* under consideration, are not considered discrimination. In other words, if a person “is lazy,” or “doesn’t perform up to standards,” and, therefore, is not given an award, this is not discrimination. However, the leader must be leery of making decisions based on *stereotypes*.

There are two kinds of discrimination we will be dealing with, personal and institutional. *Personal discrimination* is the kind we are all used to hearing about. It involves discrimination by a person against another person or group. For example, a restaurant owner in rural Southern Georgia who threatens any black who tries to enter the “white section” of his business is practicing personal discrimination. So is any person whose behavior is aimed at insulting, demeaning, degrading or otherwise harming a particular person or group through personal action. This includes the use of racist or sexist words or symbols, telling racist or sexist jokes, on up to more serious behaviors such as cross-burnings and rape. *Institutional discrimination* is more difficult to explain. It happens by virtue of the way in which an organization or institution operates. This could be a club, a hospital, a university, a government—even the Army. Institutional discrimination means that the rules and practices of the organization are written, interpreted or applied in such a way as to have different results for different groups. A rule which says that a particular club is for men only is an example of institutional discrimination. But the organization’s behavior doesn’t necessarily have to be *deliberately* discriminatory. The Army, for example, has a policy which prohibits unequal consideration based on race or sex; but there are far fewer black and Hispanic officers in the senior ranks than we would expect to find based on the percentage of black officers overall. Something is happening which either doesn’t let many minorities compete for those positions, or screens out most of those who do compete. This is not necessarily a deliberate effort to prevent minority officers from getting to senior grades, and it is certainly not the intent of official Army policy. Nevertheless, the result shows a difference by race. This end result is evidence of differences in opportunities or “institutional discrimination.”

#### Part B.6. Questions, Discussion

**Part B.5.** EO concepts and terminology. The instructor will state the following terms necessary to the understanding of EO as an aspect of leadership. He/she might want to ask group members what the words mean before defining them.

- a. *Prejudice*—Beliefs or attitudes about somebody or something which are not based on personal experience, but on what other people say, what you have been taught, what you have read.
- b. *Stereotype*—A belief, usually mistaken, that all people who have a certain “objectively verifiable” characteristic in common also have other characteristics, not so easily verified, in common. For example: “All blacks are aggressive and uninhibited,” is a stereotype because it draws an unproven conclusion about people who have a certain type of skin. Other examples are:
  - “All men are chauvinist pigs.”
  - “All Asians are sneaky; you never know what they’re thinking.”
  - “All Hispanics have hot tempers.”
  - “Women are unsuited for leadership because they are too emotional.”
  - “All Polish people are stupid.”
  - “All whites are racists.”
  - “All Jews are liberals.”

The key element is that the conclusion drawn about the group in question probably will never be able to be proved or disproved. Therefore, everybody can make his/her own judgment.

- c. *Attitude*—An opinion or value judgment about a person/group or thing. For example, “I hate raw oysters,” expresses a negative attitude, whereas, “I’d never drive anything but a Chrysler,” is a positive attitude statement. An attitude might be a prejudice, but many attitudes are based on personal experience and are not prejudices.
- d. *Perception*—A person’s perceptions describe how he or she views reality. For example, “I don’t think women in the Army get treated fairly,” is a perception about equal opportunity for female soldiers. Also, “Today’s Army bends over backwards to give minorities everything they want,” is a perception of reality. Remember that every person who expresses a perception believes that his interpretation of reality is true, accurate and correct, no matter how much you may disagree with it, or how many facts you can cite to show the other person is wrong. Perceptions can change over time, but this does not happen easily. Just as you are convinced that your perceptions are correct, other people are equally convinced that they are correct. Example: “Do you think this blue necktie will look good with my new suit?” “Are you crazy, that tie is green. It would look terrible.”



### Module C. Job Analysis (Institutional)

**Time:** 90 minutes

**Method:** Work group task assignments; discussion

**Aids:** Easel or blackboard

**Instructor:** Commander or first sergeant

**References:** DA Pamphlet 600-16; Commander's Handbook for Assessing Institutional Discrimination in Their Units

**Objectives:** Participants will:

1. identify the leadership tasks which they perform;
2. define who is involved in each type of personnel decision identified and the nature of that role;
3. define the types of criteria used to make each of the two most frequent types of decisions identified;
4. define EO implications of each decision; and
5. identify places where personal attitudes, beliefs or perceptions enter the decision process.

**Part C.1.** Job/task analysis. Facilitator will assign group members to working groups based on unit structure so that those working together compose a "work unit" on the job. The commander or first sergeant, whichever is *not* the facilitator for this exercise, will join one group, the Executive Officer another, and other staff officers and NCOs will also split up in this way, even though not part of the "work unit" they are joining.

The facilitator will present the following task assignment to the groups. (Ground rules should be written out for all to see, so that there is a common understanding of the task.)

**Task A:** "First, I want each group to spend about ten minutes drawing up a list of decisions that get made by company-level leaders. To help your thinking in this task, I'd like each group to structure its list to include three types of decisions: (Write on easel or blackboard)

- career-enhancing decisions, i.e., those decisions which contribute to the soldier's career progress;

- negative decisions, i.e., those which have to do with disciplinary action; and
- routine personnel maintenance decisions, i.e., daily administrative decisions which affect what duties the soldier performs.

List all of the things you can think of that members of the chain of command in your work unit do that are in the form of personnel decisions. Any questions? You've got ten minutes to complete your list."

*[15 minutes total elapsed time]*

At the end of the ten minutes, select one group and ask that a spokesperson for that group present their list by writing out the items under the three categories on blackboard or easel. When that person has finished, ask each other group, in turn, to add anything to the list that they can think of that isn't already there, or to raise questions about things listed which they feel don't belong there.

After the last group has responded, compare the list provided with the training materials to the final list of decisions, and make any additions necessary and raise any questions you have.

*[35 minutes total elapsed time]*

Then ask the general question: Looking over this list, how much control do you think company-level NCOs and officers have over decisions of this type. After brief discussion, ask for a show of hands as to how many think there is a lot of control over these things at company level versus how many think they have little control. Record the results for use after the second task.

**Part C.2.** Now proceed to the second group task, below:

"Next, I want each group to look over the final list of leader personnel decisions we have here, and decide the extent to which each of these decisions is 'cut-and-dried,' that is, the criteria are clearly spelled out and the decision 'automatic,' versus decisions based on the decisionmaker's (leader's) personal discretion. Next to each decision on the list, put one of the following numbers: (Write on easel or blackboard.)

- 1 = Totally "cut-and-dried," no personal discretion
- 2 = Mostly "cut-and-dried," but a small element of personal discretion
- 3 = About half-and-half

4 = Mostly personal discretion, but with some small element determined by a clear set of objective guidelines.

5 = Totally a matter of leader judgment

To give some further guidance, let's say that a "totally cut-and-dried decision" is one based on something like a test score, number of years service, time in grade, and so forth. Something that is a matter of record.

At the other extreme, if a particular decision depends purely on such things as appearance before a selection board or panel where panel members rate the soldier's appearance, ability to answer questions, verbal skills and so forth, this is a "judgment call," and would be a category 5 decision.

If a decision depends equally on a test score and an interview, this would be category 3.

If a minimum test score is required to qualify for an interview, this would be category 2.

And, finally, if several candidates are selected or recommended for consideration and then are rated according to years service, a test score and other numerical scores or measures, this would be a category 4 decision.

Any questions? I'll let you know five minutes before time is up. You have fifteen minutes to do the task."

Upon completion, have a representative of each group write down the group's categories for each decision on the list, one group at a time so that the ratings can be compared. When all groups have reported, discuss those decisions where the groups disagree as to the appropriate category. Try to get consensus for all the decisions to the extent that most groups give the same rating or ratings within one point of each other. Then, once agreement is reached, tally the number of decisions in each category.

Discuss specifically the number of "category 1" decisions. Even though most Army supervisors, leaders and managers say that, "We don't make decisions at this level, everything is cut-and-dried in the regulations," there is really a rather small number of decisions—if any—that are totally objective, without personal discretion being involved. The tally should illustrate that point. Ask for discussion of any differences between the tally of opinions expressed earlier as to the amount of control over decisions by company-level NCOs and officers, and the tally of categories.

Finish by summarizing that most, if not all, company-level decisions involve some element of personal discretion on the part of the leader. This is where EO considerations come into play. Unless all unit members are considered and judged by the same standards when personal discretion is employed, the unit does *not* offer equal opportunity.

**Part C.3.** EO implications of decision criteria. The instructor will emphasize that there are a number of physical and cultural characteristics of individuals which may or may not be a legitimate part of a personnel decision, and may represent points at which institutional discrimination occurs.

Ask group members to name characteristics they would look for in deciding on whom to recommend and select for "Soldier of the Month" from a hypothetical unit. If they were defining the criteria, what would the criteria be. List them on the easel or blackboard as they are named. The final list might include:

- quality of performance;
- moral character (no bad debts, bounced checks, etc.);
- personality (not abrasive, gets along with others);
- discipline record;
- work attitude;
- appearance (neat, military); and
- speaking ability (speaks clearly, uses appropriate language, communicates well, etc.).

When the list of criteria is complete, ask for comment on how people define such things as personality, appearance, or speaking ability. Ask questions such as: "Which is preferable, an assertive person or a more reserved person? Does the same thing apply to both men and women?" "Which is usually considered to have the more military appearance, a tall person or a short person? A man or woman? One with very short hair or moderate length hair? Does a black soldier require different standards for appearance? What about a mustache on a male soldier?" "Does a person with a pronounced Southern drawl get the same consideration as a Bostonian or a Midwesterner or somebody from South Philadelphia? Is the speech of blacks evaluated differently than that of whites? What about a Spanish/Mexican/Puerto Rican accent?"

The main point to be derived from the discussion is that even when two people have equal qualifications on objective standards, there is often disagreement as to other personal characteristics. Different standards for judging morality, personality, appearance and language can, and often do, work to the detriment of certain groups. Most people who make decisions about other people have these

biases, based on stereotypes, prejudices, lack of knowledge or some other factor. But they do not necessarily recognize that they have these biases. Only by beginning to give conscious consideration to the criteria used in making decisions and to making sure that the criteria are applied equally to all people, can we overcome whatever biases we do have, and begin to practice true equal opportunity.

Most NCOs and officers say, "All soldiers are OD green as far as I'm concerned," meaning that such irrelevant factors as the soldier's skin color, sex, ethnicity and so forth are not even considered in job-related decisions. DA PAM 600-16 calls this a "cop-out." The phrase is usually used by those who are unaware that they have biases or, on some occasions, by those who know they have biases but certainly won't admit it. For those who are unaware, and this includes most of us, we have to learn to consciously attend to *potential* areas of bias, to be sure we're *not* behaving in a discriminatory way, before we can reach the stage of being "color blind" or otherwise unbiased in our decisions. This means that the "personal discretion" factor in any leadership decision should receive careful attention by all members of the chain of command, every time a leadership decision is made.

Instructor should ask, after a discussion in his or her own words of the above material, what members of the group think should be done in a decision situation. Write them down on easel or blackboard. The final set of "guidelines" produced by this question should include:

- Be sure you know what *criteria* are appropriate for every decision, from daily rosters to granting a waiver for reenlistment.
- Be sure you know the ingredients of the decision in terms of how much is determined by objective criteria (i.e., "cut-and-dried") and how much is personal discretion.
- Be sure all the criteria you use are *relevant* to the decision, be able to justify your criteria.
- Be sure you consider every person who is *eligible* for whatever action you are considering; include and compare *all* eligible people, not just the ones you think are "best."
- Make a list of what you need to look for in making a judgment or decision.
- Be sure you don't give any one person an advantage over others, even when you don't mean to do it; give everybody the same information.

- Be consistent, make the same decision in the same way every time.
- Document what you do by writing notes, remember, even when you are right there will be people whose *perception* will be that you were wrong; by keeping notes you can demonstrate what you did if challenged.
- Remember that negative decisions such as punishment and disciplinary action can hurt a person's career as much as positive decisions can help; both deserve the same careful consideration.
- Remember that routine decisions, made on a day-to-day basis, can have a greater effect on unit motivation and morale than a once-a-year decision.

You won't always be right, and you'll be *perceived* as being right even less often. But by practicing good decisionmaking skills as described here, the equal opportunity aspects of your job will be easier and the end result, when we all do this all the time, will be a better-functioning, more effective unit.

#### Module D. Job Analysis (Personal Discrimination)

**Time:** 60 minutes

**Method:** Guided discussion

**Aids:** Easel, newsprint, pen/crayon or blackboard and chalk

**Instructor:** Commander or first sergeant

**Objectives:** The students will:

1. understand EO policy of higher headquarters (battalion, brigade, division, MACOM, Department of the Army) with regards to personal discrimination;
2. define/revise/update the *company* policy on personal discrimination;
3. understand the role of the company chain of command in implementing policy on personal discrimination within the company; and
4. plan actions to be taken by members of the chain of command to disseminate the *company* policy on personal discrimination to all soldiers in the unit.

##### Part D.1. Higher headquarters policy on personal discrimination:

- a. The instructor will pose the following questions to students: "What is battalion's policy on personal discrimination? Brigade's? Division's? MACOM's? Department of the Army's?"
- b. Write answers on newsprint or blackboard as they are offered.
- c. When all volunteered answers are recorded, compare them with published policy documents (letters, circulars, regulations, etc.) and mark the answers that appear in the documents.
- d. Instructor will pose the following question to students: "What is personal discrimination?"
- e. Write answers on newsprint or blackboard as they are offered.
- f. Categorize answers into verbal/non-verbal. Point out that discrimination can be based on race, ethnic group or sex.

**Part D.2. Company policy on personal discrimination:**

- a. The instructor will ask the following question: "What is the company policy on personal discrimination?"
- b. Write answers on newsprint or blackboard as they are offered.
- c. If company has a published policy document on personal discrimination, compare volunteered answers with document. Discuss whether or not published company policy:
  - conforms to higher headquarters policy;
  - expands on higher headquarters policy by being more specific;
  - is comprehensive;
  - needs revision, amendment, updating. If so, students will outline specific revisions, amendments, updates.
- d. If company has not published a policy document on personal discrimination, students will discuss and outline such a document. Company policy document should not be mere repetition of higher headquarters policy, but should adapt such policy to the company environment and have the characteristics mentioned in Part D.2.c above.

**Part D.3. Role of members of company chain of command in implementing policy:**

- a. The instructor will pose the following question: "What is our role, as members of the company chain of command, in implementing this policy? What specific tasks does the policy place on us?"
- b. Write answers on newsprint or blackboard.
- c. Categorize answers under the following major headings:
  - Detection/identification (observation, informal discussion, councils, rap sessions, surveys, statistics, etc.)
  - Investigation (IG is official investigating body, but for informal complaint, chain of command may make unofficial inquiries.)
  - Corrective action
    - immediate (disciplinary action, counseling, etc.)
    - long-range (training, publicizing policy, etc.)
  - Prevention (training of chain of command, training of unit members, immediate response to violations, publicizing policy and behavioral standards; chain of command *must set a personal example* by their own behavior.)



- d. Ask students to give illustrative examples of personal discrimination. Assign students roles within the example, e.g., discriminator, subject of discrimination, supervisor of discriminator, other NCOs and Officers in the company. Have the students role play their actions in some examples, then have students comment on each other's actions.

**Part D.4. Dissemination of company policy to all soldiers in the unit:**

- a. The instructor will pose the following question: "What can we do to make sure that every soldier in our unit knows about and practices the company policy on personal discrimination?"
- b. Write answers on newsprint or blackboard.
- c. Categorize answers as:
  - formal and informal actions;
  - actions aimed at soldiers *currently* assigned and those aimed at soldiers who join the unit later.

**Part D.5. Questions, Overall Discussion**

**Part D.6. Summary, conclusions**

The Army in general, and our unit in particular, must be aware of, and take corrective action on personal discrimination. We have discussed what we, as members of the unit chain of command, are expected to do. This starts with being aware of our own personal behaviors and how they might be perceived by others. We must set an example for unit members to follow. We must be able, with a clear conscience, to stop and correct other unit members who have violated unit EO policy on personal discrimination. We must then know what is in violation of unit policy and how to handle it swiftly, surely, but fairly.

## **Module E. Summary and Recap**

**Time:** 15 minutes

**Method:** Lecture

**Aids:** None

**Instructor:** Unit commander

**Objectives:** The student will:

1. understand the important points covered during the training session; and
2. understand the relationship of those important points to his or her job responsibilities.

### **Part E.1. Recap of objectives of the program of instruction:**

a. Module B objectives were stated as:

- (1) understand the relationship among equipment, personnel, leadership, organization and unit effectiveness;
- (2) understand the relationship between leader behavior and personnel readiness/effectiveness;
- (3) understand that a large proportion of leader time is devoted to personnel decisions as compared to technical (MOS) performance, and that this proportion increases with increasing responsibility; and
- (4) understand the EO implications of leader decisions, both intentional and unintentional, concerning both personal and institutional forms of discrimination.

b. Module C objectives were stated as:

- (1) identify the leadership tasks which they perform;
- (2) define who is involved in each type of personnel decision identified and the nature of that role;
- (3) define the types of criteria used to make each of the two most frequent types of decisions identified;
- (4) define EO implications of each decision; and
- (5) identify places where personal attitudes, beliefs or perceptions enter the decision process.

c. Module D objectives were stated as:

- (1) understand EO policy of higher headquarters (battalion, brigade, division, MACOM, Department of the Army) with regards to personal discrimination;
- (2) define/revise/update the *company* policy on personal discrimination;
- (3) understand the role of the company chain of command in implementing policy on personal discrimination within the company; and
- (4) plan actions to be taken by members of the chain of command to disseminate the *company* policy on personal discrimination to all soldiers in the unit.

**Part E.2. Recap of major teaching points:**

- a. *Prejudice* is a way of thinking; *discrimination* is some behavior or action.
- b. A person's behavior may be discriminatory without that person's realizing it.
- c. Your behavior may be *perceived* by other people as discriminatory, even if you are sure it is not.
- d. Personal discrimination involves the behavior of a person or group toward another person or group with the intention or the effect of:
  - degrading,
  - demeaning,
  - insulting, and/or
  - physically injuring, up to and including murder.
- e. Personal discrimination violates Army and unit policy.
- f. This unit's leaders must adhere to and enforce unit policy on personal discrimination by:
  - (1) setting a personal behavioral example for unit members to follow;
  - (2) enforcing unit policy by pointing out violations by unit members, by counseling those who repeat violations, and by exercising negative sanctions if violations do not stop.
- g. Institutional discrimination is more difficult to understand than personal discrimination because it is not the result of a single action or the actions of a single individual.

- h. Institutional discrimination is a long-term trend or effect, over time, resulting from the routine operations of an organization so that people of a particular physical characteristic (skin color, sex) or cultural characteristic (language, customs, religion) are consistently at a disadvantage.
- i. Institutional discrimination is not necessarily intentional.
- j. Every day, every Army leader, supervisor and manager makes decisions which affect the personal and professional lives of those they lead, supervise and manage; each of these decisions has the potential to contribute to either:
  - (1) the *perpetuation* of institutional discrimination, or
  - (2) the *elimination* of institutional discrimination.
- k. The objective of this command is to eliminate it.
- l. Each of us must make decisions in a non-discriminatory way in order to achieve that objective. We do this by paying attention to only those specific criteria relevant to the decision being made. Only on extremely rare occasions do these relevant criteria include such things as physical or cultural characteristics.
- m. Practicing equal opportunity does *not* mean "bending over backwards" to give people advantages they don't deserve simply because of a particular physical or cultural characteristic.
- n. However, practicing equal opportunity *does* include giving fair consideration to all people without regard to irrelevant physical or cultural characteristics.
- o. The term affirmative action means making a special effort to give fair consideration to *everyone including* women and minorities. It does *not* mean practicing "reverse discrimination."
- p. Only when we have all learned, as individuals and as a leadership team, to make *all* decisions fairly, including those that we consider "routine" (e.g., daily duty rosters) as well as those we consider "special" (e.g., soldier of the month or Article 15 proceedings) can we maximize the morale and motivation of our unit's members.
- q. Only when the unit's personnel have high morale and motivation can we expect to begin to accomplish our mission effectively. Although morale and motivation alone will not do the job (equipment and leadership are required as well), we cannot perform our mission without them.

- r. In summary, *all* Army members have equal opportunity responsibilities, but supervisors, leaders and managers have more EO responsibilities than others do. Let's take what we've learned here today and put it into practice, and make this the Army's *best* unit.

**ATTACHMENT A**  
**EO-RELATED SITUATIONS FOR USE AS**  
**TOPICS FOR GROUP DISCUSSION**

## EO-Related Situations for Use as Topics for Group Discussion

The following situation descriptions are presented for use by the unit commander as examples of EO-related issues or problems in which company supervisors and leaders might find themselves involved. They may be used as discussion topics either within the scope of the accompanying POI or at any time when an EO training session is needed. Each situation is followed by a series of discussion questions.

### Situation 1

The Headquarters and Headquarters Company (HHC) of an Infantry Battalion has received four women as replacements for male cooks who have PCS'd. The HHC commander, upon reviewing the situation concerning quarters, decides that the women cannot conveniently be housed in the same location as male members of the company for two reasons: lack of security, and lack of separate shower and sanitary facilities. It would be costly to make structural changes, and besides, many of the men would be inconvenienced by having to give up a large shower room for use by only four women.

The nearest available quarters for the women are almost two miles away from the work area. The women are assigned to those quarters.

At the same time, a series of rape/murders has been occurring locally, causing quite a bit of concern among women on post and in the nearby civilian community. Because the cooks must be on duty at 0430 to prepare breakfast, and the female cooks have no private transportation, the HHC commander decides that part of the duty of the CQ in the men's quarters will be to drive to the women's quarters, pick up the female cooks, and drive them to work.

The male cooks take the situation as a sign of favoritism to the women, and begin to complain to their NCOs.

The arrangement continues for several months, even though there have been no additional rapes or murders reported during that time. Nobody has been arrested for the previous crimes.

The male cooks, after four months, select a representative to complain to the first sergeant about the arrangement.

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Questions to be addressed:

1. Was the commander's decision to house the women in a different area a good one? What other alternatives did he have? Do female soldiers need more physical security, in general, than male soldiers? If so, why? What do they need to be protected from?
2. Once the decision had been made to house the women at a distant location, was the commander's decision to provide them with transportation a good one? Did it represent favoritism to the women? Was there any other way to handle the situation?
3. After having started the practice of providing transportation for the women, is there any way the commander could withdraw that arrangement without causing more problems, since the women were *assigned* to the distant quarters, and didn't *ask* to be housed there? Would it have been a good idea to stop providing them with transportation after publicity about the rapes and murders had died down? Can you think of any satisfactory compromise solutions?
4. If you were the first sergeant or commander who had to deal with the men's complaint, how would you respond? Would you explain the situation? Would you deal through the men's spokesman or call a *company meeting* to review the situation? Was anybody hurt by the arrangement? Was anybody given unwarranted favored treatment?

## Situation 2

During a regular scheduled review of equal opportunity statistics, in preparation for updating an Affirmative Actions Plan for the battalion, a battalion commander notices that the number of Article 15 actions against Hispanic soldiers has been steadily increasing from quarter to quarter over the past five quarters. In the final quarter, the statistical indicator the Army uses to measure representativeness shows that Hispanics are overrepresented in Articles 15 by about 300 percent. . This means they received three times as many Articles 15 as you would expect based on the number of Hispanic soldiers in the battalion.

After looking more closely at the statistics, with the Brigade EO Officer, the commander realizes that most of the Articles 15 involving Hispanic soldiers are coming from one specific company, where Hispanics are overrepresented in Articles 15 by over 400 percent. The battalion commander schedules a meeting involving himself, the commander and first sergeant of the company in question, and the Brigade EO Officer to discuss the situation.



Questions to be considered:

1. If you were the commander or first sergeant of the company, and were faced with these statistics in the battalion commander's office, how would you respond?
2. Are these statistics adequate evidence of discrimination against Hispanics? What other explanations could there be?
3. How would you go about determining whether or not this was a case of true institutional discrimination, a case of racism on the part of one or two NCOs, or simply a result of good leadership, based on the fact that, in this unit, Hispanics actually do deserve more Articles 15?

### Situation 3

An SFC who is a Chief of Firing Battery overhears a conversation among some E-4s, all of whom are members of a minority group. The conversation consists of some very strong criticisms of a Section Chief that the SFC knows is black. The soldiers are complaining because the Section Chief sets higher standards of performance, behavior and appearance for minority soldiers than he does for white soldiers.

Questions:

1. What, if anything, should the Battery Chief do about the situation?
2. Is it wrong for a minority leader to set double standards in this way?
3. What might be the reason for the Section Chief to do this kind of thing, if, in fact, he does it?

### Situation 4

A particular cavalry troop has an EO training session scheduled for 1530 on a Thursday afternoon. The topic that has been announced is "The Role of the Indian Scout in the Settling of the Western U.S." The troop's executive officer, who has a degree in military history and has had papers published on this topic is scheduled to give a lecture. Most of the soldiers seem to be looking forward to the session. However, when the troop commander arrives at 1515, he finds small groups of soldiers scattered around the classroom,

apparently split along racial and ethnic lines. Several small groups of white soldiers are in one part of the room. A large group of black soldiers occupies one corner, and the Latino soldiers are all standing together talking in low tones, in Spanish, at the back of the room. Several Asian soldiers are standing outside the door in a group.

The commander, seeing the situation, senses that something is wrong, and calls the XO and first sergeant over to talk to them about the situation. He considers several alternatives, including: proceeding with the scheduled session and talking to some of the soldiers later to find out if anything is wrong; using the first part of the session to talk about this apparent racial polarization, followed by the scheduled lecture; and cancelling the lecture in favor of a race relations "rap session."

Questions:

1. If you were asked to give your opinion, what would you recommend to the commander? Why?
2. What are the possible explanations for the behavior the commander observed? Does this grouping along racial lines indicate racial tensions in the unit? What else might it indicate?
3. If the commander decided to proceed with the lecture, but look further into the matter afterwards, what techniques could he use to find out if there is a race relations problem?

**Situation 5**

A Section Chief in a Headquarters and Headquarters Company goes to his supervisor to report that many of the men in the unit are unhappy because two of the three people from a particular section who were promoted recently were women. The men are convinced that this is "reverse discrimination" because they "know" that at least three other men were better qualified than either of the women. One group feels that the women were chosen because they made it known that they would be very grateful to their NCOs for helping them get promoted, and that they would show their gratitude in ways that male soldiers couldn't. Another group says the promotions were "just to make the unit's EO statistics look good" or "just to fill an affirmative action quota." Many of the men in the unit, hearing these stories, are dissatisfied and there is talk of a "sit-down strike" or a work slow-down to protest the promotions.

### Questions

1. As a senior NCO, being made aware of this situation, what would you do? Where would you go for help in getting information about the promotions?
2. Would you alert the unit commander or try to solve it yourself?
3. Can a specific situation like this be discussed at a company meeting without causing serious problems? Can it be done without possible insults to the women or breaches of confidentiality concerning the promotion board proceedings?

### Situation 6

The commander of an OSUT company is approached by a private just entering his second week of training for permission to attend choir practice on Thursday evenings at a local church. The unit's schedule is full, both days and evenings. The commander's initial reaction is that to let this man attend choir practice might give him some time off which others in the unit would not ordinarily have off, and would be a kind of "favoritism." *Besides, when others find out about it, they may "invent" similar situations to get some free time.* The commander is convinced that the soldier is serious about his religion; however, the commander, who is not very religious, does not want to be accused of religious discrimination.

### Questions

1. Should the soldier be given time off? Why or why not?
2. What if other soldiers find out and make the same request? What if they complain of favoritism?
3. Would it be religious discrimination not to let the soldier attend choir practice?
4. What alternatives are open to the commander?